DOCUMENT RESUME

ED 087 842 UD 014 080

TITLE	An Evaluation of ESEA Title I Programs, Community School District 15.
INSTITUTION	New York Univ., N.Y. Center for Field Research and School Services.
SPONS AGENCY	New York City Board of Education, Brooklyn, N.Y.
PUB DATE	Jul 73
NOTE	293p.; Function Numbers 61-31650, 31653, 31665, & 31681
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	Bilingual Education; Cultural Education; Elementary Education; Nonpublic School Aid; Parent Education; Parent School Relationship; Preschool Programs; *Program Evaluation; Reading Achievement; *Reading Programs; *School Districts; *Urban Education
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I; *New York City

ABSTRACT

The programs in District 15 funded under Title I of the 1965 Elementary Secondary Education Act offered a wide variety of educational programs targeted for the educationally deprived child. The major common thread running through all Title I Programs was the emphasis upon improvement of basic academic skills. Primary focus of all programs was directed toward acquisitions of skills which would lead to improved reading. The following elements comprised the funded programs under title I: Services to Early Elementary Children, Distar, Pre-Kindergarten, Parents School Center, Project Read, Project Improve, Cameo, Bi-lingual-Bi-Cultural, Hi-Impact, Saturday and Holiday Bus Trip, Optional Assignment, Non Public Schools, Prescriptive Reading Lab, and Remedial Reading Lab. The various Title I components varied from special programs set in one school to other programs which were in all grade schools. The diversity and comprehensiveness of programs required close monitoring by the District Office. At the school level funded programs were often those directly implemented by principal or an assistant principal. Some programs had a coordinator whose function was to see that the program was being implemented at the various settings. At the district level funded programs were monitored by the two deputy superintendents and the Title I coordinator. The evaluation of the various components generally followed a pre, post and predicted post model. Evaluation objectives were primarily concerned with changes in reading achievement. (Author/JM)

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Function Numbers 61-31650
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AN EVALUATION OF

ESEA TITLE I PROGRAMS,

COMMUNITY SCHOOL DISTRICT 15

An evaluation of a New York City School district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) perofrmed under contract with the Board of Education of the City of New York for the 1972-1973 school year.

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School of Education
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July 1973

UD 014080

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July 31, 1973

Dr. Anthony J. Polemeni
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Dear Dr. Polemeni:

In fulfillment of the agreement dated January 4, 1973 between the New York City Public Schools and the Center for Educational Research and Field Services, I am pleased to submit three hundred copies of the final report, An Evaluation of the District Fifteen ESEA Title I Umbrella Programs.

The Bureau of Educational Research and the professional staff of the New York City Public Schools were most cooperative in providing data and facilitating the study in general. Although the objective of the team was to evaluate a project funded under ESEA Title I, this report goes beyond this goal. Explicit in this report are recommendations for modification and improvement of the program. Consequently, this report will serve its purpose best if it is studied and discussed by all who are concerned with education in New York City, the Board of Education, professional staff, students, parents, lay leaders, and other citizens. To this end, the study team is prepared to assist with the presentation and interpretation of its report. In addition, the study team looks forward to our continued affiliation with the New York City Public Schools.

You may be sure that New York University and its School of Education will maintain a continuing interest in the schools of New York City.

Respectfully submitted,

Arnold Spinner

ARNOLD SPINNER
Director

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EXECUTIVE SUMMARY

The Title I funded programs in District 15 offered a wide variety of educational programs targeted for the educationally deprived child. The major common thread running through all Title I programs was the emphasis upon improvement of basic academic skills. Primary focus of all programs was directed toward acquisition of skills which would lead to improved reading.

The following elements comprised the funded programs under Title I:

1. Services to Early Elementary Children
2. Distar
3. Pre-Kindergarten
4. Parents School Center
5. Project Read
6. Project Improve
7. Cameo
8. Bi-lingual-Bi-Cultural
9. Hi-Impact
10. Saturday and Holiday Bus Trip
11. Optional Assignment
12. Non Public Schools
13. Prescriptive Reading Lab
14. Remedial Reading Lab

The various Title I components varied from special programs set in one school to other programs which were in all grade schools. The

diversity and comprehensiveness of programs required close monitoring by the District Office. At the school level funded programs were often those directly implemented by principal or an assistant principal. Some programs had a coordinator whose function was to see that the program was being implemented at the various settings. At the district level funded programs were monitored by the two deputy superintendents and the Title I coordinator.

The implementation and monitoring of the various programs was comprehensive and systematic. At the school level the responsible individual was primarily concerned with the direct implementation of the program. Project Coordinators insured that the philosophy and curriculum underlying the specific program were clearly understood by the teachers in the program. The district personnel were concerned with staffing, budgetary matters, and the availability of proper materials. There was close coordination and cooperation among the various elements concerned with program implementation. In general, the programs ran effectively and were implemented as described in program proposals. However, two components which were funded during the school year were not implemented on schedule.

The evaluation of the various components generally followed a pre, post and predicted post model. Evaluation objectives were primarily concerned with changes in reading achievement. When available comparisons were made between post test achievement scores and anticipated post test scores. In cases when dealing with children who had not attended school long enough to determine the anticipated post test score a simple pre-post analysis was employed.

The statistical analyses of the various programs employed an .05 level of significance. Program objectives were deemed as having been supported if the evaluation objectives were found to be significant at the .05 level. In general the obtained results tend to support many of the program objectives. However, no attempt will be made to summarize the particular findings reported in the various components contained in this document. In addition to presentation of statistical results, each evaluation component presents specific recommendations about future funding and suggestions for improvement.

SEEC PROGRAM

SERVICES TO EARLY ELEMENTARY CHILDREN

INTRODUCTION

The 1972-73 SEEC Program was funded for "approximately 2770 children out of 6000 eligible disadvantaged youngsters" in kindergarten, first and second grades of fifteen schools. Criteria for establishing the list of target children judged most educationally disadvantaged were described in the proposal. Funds were provided to support the hiring of teachers and educational assistants, for purchasing of materials, supplies and equipment and the involvement of related personnel.

Following is a summary of staff roles and project functions as described in the proposal:

I. The program will:

   A. "concentrate on providing in depth services developing reading and math skills to those children deemed most educationally disadvantaged in accordance with criteria listed";

   B. seek to develop the whole child;

   C. "stress reading readiness and math deficiencies" in kindergarten;

   D. stress reading, methods in reading, diagnosis of reading difficulties, mathematics skills, diagnosis of math difficulties with first and second graders.

II. Target children will be selected from those who score in the lowest 45% with respect to the following criteria:

   A. Metropolitan Reading and Math Readiness
      Metropolitan Primary Battery Grades 1 and 2

   B. Teacher evaluation of pupil achievement based upon rank order rating

C. Guidance Counselor identification of those youngsters needing intensive remediation

D. Health data and other pertinent information with regard to physical, intellectual, social and emotional development of the children.

III. Funded teachers will:

A. provide opportunities for children to explore materials, see relationships with peer groups and adults;

B. provide opportunities for children to see relations with peer groups and adults;

C. plan for and provide activities that stimulate and extend child's ability to think critically, make judgments, develop solutions to problems;

D. promote verbal, conceptual and cognitive development to overcome deficiencies in the Language Arts area as follows:

- develop larger vocabulary and growth in word knowledge and word discrimination

- develop readiness for formal instruction in:

1. word meaning
2. listening
3. visual and auditory perception
4. knowledge of the alphabet
5. knowledge of numbers

- develop listening and speaking skills so child can communicate with peer groups and adults, follow directions, enjoy and retell stories and poetry in proper sequence

- develop reading comprehension and other requisite skills for success in reading

E. provide variety of educational books, audiovisual, enrichment and manipulative materials that meet learning modalities of children

IV. Research personnel (e.g., Early Childhood Supervisor, District Reading Coordinator, District Math Coordinator) will provide their expertise in helping teachers implement this program in schools.

V. Educational Assistants will:

A. be assigned to each of the 55 kindergarten classes (1 per class), to work exclusively with those children who fall into the most educationally disadvantaged category;

B. be assigned to grades 1 and 2; (same purpose as 1) Number of educational assistants here is 102;

C. work closely with teachers;

D. help children develop positive skills and habits;

E. provide small group instruction;

F. work with children on an individual basis;

G. maintain wholesome classroom atmosphere;

H. provide bilingual reinforcement

I. assist teacher in her daily activities with emphasis on small group and individual instruction in reading, math and bilingual reinforcement;

J. form vital link between home, school and community; improve communications and interpretation of the program.

VI. Services of teachers and educational assistants will:

A. be geared exclusively to provide remediation in reading and math and;

B. provide the necessary concomitant services which make possible meeting needs of each selected child.

VII. Parents will be encouraged to become involved in program.

VIII. Pre-Service Orientation will:

A. be held for all teachers and educational assistants, joint session in each school;

B. be concerned with:

1. objectives of the program;
2. selection of participants;
3. role of adults in the classroom;
4. methodology of teaching and evaluation
5. in addition, curriculum development and human

relations in the classroom;
6. meet for five hours prior to and during the first week of school.

IX. In-Service Training

A. All new teachers will continue on-going training on a district-wide basis once a month for three hours to include:

1. general classroom procedures
2. skill training
3. human relations

B. All teachers and educational assistants in SEEC will participate in regularly scheduled in-service workshops in their respective schools.

1. to be conducted by principal or his designee (assistant principal in charge of Early Childhood Program and assisted by Early Childhood staff, District Reading Coordinator;
2. meet for minimum of three hours a month;
3. concentrate on teaching and reinforcement of reading and math skills

C. Joint teacher/educational assistant meetings:

1. once a month training to meet, plan and learn together, exchange ideas so as to be able to implement the special services for those children selected for SEEC.

D. Educational Assistants will:

- be given opportunity to meet separately to discuss special problems and/or needs unique to their position as community persons, school faculty members and participants in career ladder, whenever such meetings become necessary or are requested.

EVALUATION PLAN

Program Objectives:

1. To improve conceptual and readiness skills in the kindergarten participating in the program.

2. To improve the reading and math achievement of those 1st and 2nd graders participating in the program.

Evaluation Objectives:

1. Kindergarten children participating in the program will show a significant gain in conceptual and readiness development after exposure

to the program.

a. The Boehm Test of Basis Concepts will be administered pre and post to 100 kindergarten children. A t test for related data will be used to assess differences between means.

b. The Metropolitan Readiness Test will be administered to 100 children pre and post. A t test for related data will be used to assess differences between means.

c. The California Achievement Test, Level 1 (Reading Vocabulary and Comprehension, Math Concepts and Problems) will be administered to about 200 1st and 2nd graders pre and post. A t test for related data will be employed to assess differences between means.

Evaluation Process Objectives

1. to describe the SEEC Program in action
2. to assess the growth made by a group of SEEC children by testing a) Basic Concepts (K); b) Reading Readiness (K, 1); and c) Reading Vocabulary, Reading Comprehension, mathematics Concepts and Problems (1 and 2)
3. to elicit information from district administrators, SEEC coordinators, school administrators, educational assistants and teachers about program goals, effectiveness and recommendations for the future of SEEC.
4. to make conclusions and recommendations based on the information collected.

Evaluation Outline

Introductory Observations and Interviews in schools--- (see Appendix A)

Introductory Interviews in District Office----------

Participation in District wide meetings----------

Pre testing in schools

Specific analysis of classroom activities----------

Observation and analysis of training activities-------

Questionnaire submitted to personnel----------

Post testing in schools

EVALUATION RESULTS

Use of Personnel

Schools defined the use of SEEC funded personnel differently. All schools involved the partner complement of teacher and educational assistant. In at least ten schools this personnel arrangement held for each classroom. In at least two schools, funds were used to support two teachers in some SEEC classrooms as well as the teacher-educational assistant team in others. In at least three schools funds were used to free one or several teachers for the role of grade consultant to other SEEC personnel. While the proposal did not mention such variations, the evaluators support the philosophy of individualization of staffing.

Target Children

Six schools had compiled lists of eligible SEEC target children and nine schools had not by December, 1972. Criteria used to establish such lists were economic ones in the main with test information for children in some first and second grades. Information from guidance counselors or health, and other data for each child as specified was used little or not at all to establish lists of target children.

There seemed to be some confusion and reluctance here. The fact was that there had been a SEC program in years past. While the initials stood for other words (Strengthening Early Childhood) SEC project did

provide funds to employ many teachers and educational aasistants who now were under the SEEC aegis. It seems that many people believed that SEEC ('72-73) was the same as SEC of years past and would reach children in the same way. One important difference was that SEEC had a different and certainly more stringently defined target population.

While some blame for this confusion can be laid to the fact that there was insufficient orientation to SEEC, it seems clear to the evaluators that for the long run the philosophical disagreements with some aspects of choosing target children was a strong element in a deafness that lasted, for many staff, through the end of the year. After all, how is it professionally and humanly possible, for example, for funded teachers and educational assistants to gear their services "exclusively" to provide remediation in reading and math, for educational assistants to work "exclusively" with those children deemed "educationally disadvantaged" and, at the same time, "maintain wholesome classroom atmosphere" and "seek to develop the whole child?" Staff with fewer antitheses than these might well use non-violent resistance as one solution.

Classroom Observations

While attainment of some of the stated objectives could be assessed through the testing program, others through interviews, there were aspects of the program that could best be viewed and assessed through direct classroom observations. Therefore, the evaluation team observed thirty-nine classrooms in ten of the fifteen SEEC schools to see the program in action. Observers spent approximately thirty minutes in each classroom. An observation schedule (see Appendix B) was developed to assist the

observers in obtaining information regarding several of the stated objectives of the program.

Among the objectives were these:

1. Does the program concentrate on providing in-depth services developing reading and math skills to those children deemed most educationally disadvantaged?

2. Does the program take into consideration the special characteristics, needs and interests of children in the age range of 5-8 years old and seek to develop the whole child?

3. Are opportunities provided for children to explore materials and to see relationships with peer groups?

4. Is the child's ability to think critically, to make judgments and to develop solutions to problems encouraged?

5. Are opportunities provided to help children overcome deficiencies in the Language Arts?

6. Is a variety of educational books, audio-visual, enrichment and manipulative materials provided that will meet the varied learning modalities of children?

7. Does the personnel, particularly the educational assistants, provide small group instruction and maintain a wholesome classroom atmosphere?

Types of Activities Observed

When appointments were being set up specific requests were made to see reading and/or mathematics activities if possible. Therefore, these were, in the main, what was observed. More than one activity was often in progress simultaneously. The list of in-progress activities found in the classes during observations follows:

Activities in Progress
During Observations

Kindergarten

Activity	Number of Classes
reading	6
math & flannel board	3
art	3
dictated stories	1
language-music (rhythms, dramatics)	1
listening	1
matching games	1

First Grade

Activity	Number of Classes
reading	7
math	5
science	1
discussion	1
art	1
checking homework (lang. arts)	1

Second Grade

Activity	Number of Classes
reading	6
math	6
language arts: writing	2
spelling	1
discussion	1

The program did indeed provide for stress on reading and related language activities. These consisted mainly of drill and rote learning of letters and sounds, blends, and vocabulary words through use of workbooks, flash cards, and word lists under adult direction and questioning. There was little reading of books by children or little reading to children and too few instances where observers saw challenging on-going learning experiences for which children developed purposes to read and to find information, or even to share stories that had been read with each other.

Reading was a formal, prescribed activity. Several times, the observers took note of children's restlessness, squirming or boredom. Teachers and educational assistants expended energy on their work and the children tried hard. A higher ratio of adults to children kept them attending when their interest ebbed. There were exceptions, of course. A camera in one room highlighted the learning as children took turns taking pictures of objects that began with a certain letter sound.

A variety of reading programs prevailed in the district's schools. Some of these were supported by non-SEEC funds and provided additional adult services beyond SEEC personnel. Therefore, it was not uncommon to find three or more adults in some classrooms during the reading period. This convergence of a number of adults provided a reduced pupil-adult ratio and the possibility of an even greater in-depth service to developing reading. It also made it impossible to attribute possible academic achievement to any specific program since so many other variables were involved.

Mathematics activities were also present although not on the massive scale as was reading. Number lines, flannel boards, concrete objects were frequently available.

Most teachers and educational assistants who were asked said that reading took up the greater part of the school day.

Provision for In-Depth Services

Funds provided for educational assistants to be assigned to each classroom, with their specific emphasis to be on giving services to the

most educationally disadvantaged. Observations bear out that, in general, educational assistants were working with small groups of children and usually these were the most educationally disadvantaged. In some instances they were seen working with a single child. See Table 1. There were exceptions. These occurred when the assistant prepared materials, or while the teacher worked with the entire class. Depending on the situation, the educational assistant may have observed or assisted the children with the activity.

Table 1

Deployment of Educational Assistants and Teachers
in Instructional Groupings for
Reading and Mathematics

Worked With:	One Child		Small Group		Whole Class	
	E.A.	T	E.A.	T	E.A.	T
Kindergarten	2	1	3	5	0	5
First Grade	1	0	8	13	0	4
Second Grade	1	2	8	6	0	2
Totals	4	3	19	24	0	11

Emphasis of Adult Focus During Activities for
Language Arts, Reading and Mathematics

What are the conceptual emphases during the reading and math activities? Were there pupil self-choices, or were the activities in the main teacher directed? Was there emphasis on making the activity related to experiences children might know about? Was peer interaction fostered? Table 2 confirms

the fact that most activities, whether in reading or mathematics, were largely teacher directed and were of a drill nature, or relied heavily on children's remembered facts. Almost no concept development was fostered by the educational assistants nor were there many instances of relating the learnings to children's experiences. Teachers were somewhat more concerned with concept development, yet the numbers of teachers emphasizing drill and rote memory is twice that of those emphasizing concept development. Peer interaction was at a minimum in most classrooms. In some classrooms both teacher and educational assistants were bilingual. Educational assistants were seen working with children in giving bilingual reinforcement.

Table 2

Emphases of Adult Focus

	Kindergarten		First Grade		Second Grade		Totals	
	E.A.	T	E.A.	T	E.A.	T	E.A.	T
Drill	2	3	5	8	5	6	12	17
Rote Memory	3	5	4	6	3	5	10	16
Concept Development	1	3	0	5	1	9	2	17
Teacher Directed	3	11	8	13	7	9	18	33
Self-Choice	1	3	0	2	0	1	1	6
Experience Related	0	5	2	4	0	3	2	12
Peer Interaction	0	3	0	2	0	1	0	6

Room Arrangements and Materials

Observers assessed room arrangement in terms of freedom of pupil movement permitted and in terms of the areas of interest defined. They also took special note of the materials and their accessibility to children.

Some of the stated objectives of SEEC were to provide for the special characteristics, needs and interest of children of this age range, including a variety of materials for exploration and for meeting their varied learning modalities.

Tables 3 and 4 show that there is a decreasing emphasis from kindergarten to second grade in 1) fredom of pupils' access to materials; 2) in reduced numbers of interest centers and 3) in the overall ratings of materials.

Serious shortcomings in most rooms were lack of materials for exploration, particularly in such an area as science, and a paucity of audio-visual equipment that might have contributed to greater individualization. On the other hand, a few classrooms did indeed have listening centers where children were enjoying records and stories. Some teachers had gone to great lengths to create individualized learning materials, used in afternoon open classroom. These often provided for reading and mathematics reinforcement. One first grade was literally a research center among a menagerie of rabbits, turtles and an exhibit of mirrors and prisms. There were children feeding and observing animals, simultaneously holding recource books in their hands and

writing reports. A piano with color-coded keys, an inviting reading nook vied with the feeding and care of animals and, in the midst, a Distar group at work with the educational assistant found no difficulty in attending to its job.

Table 3

Room Arrangement

	Kindergarten N=11	First Grade N=14	Second Grade N=14
Informal (encourages pupil movement)-----	7	6	3
Formal (discourages pupil movement)------	4	8	11

Table 4

Areas of Interest

	Kindergarten N=11	First Grade N=14	Second Grade N=14
Many areas of interest	8	4	3
Few areas of interest	3	10	11

Table 5

Observers' Overall Ratings
of Room Arrangements

	*Mean	*Above Mean		*Below Mean	
		No.	%	No.	%
Kindergarten	5.0	6	55%	1	9%
First Grade	3.6	5	36%	7	50%
Second Grade	3.4	3	21%	9	64%

*A seven point scale was used "Below mean" includes ratings 1, 2 and 3. "Above mean" includes ratings 5, 6 and 7.

Table 6

Materials Noted in Classrooms

Materials	Kindergarten N=11	First Grade N=14	Second Grade N=14
Games, puzzles	10	12	10
Math Aids (concrete)	7	9	10
Art	7	9	10
Blocks	9	3	4
Musical Instruments	5	3	0
Science (animals)	5	6	6
Library Books	4	13	13
Audio-visual	1	2	3
Other: house corner, camera, truck, cooking equip., etc.	13	10	10
Teacher-Made	8	10	12
Pupil-Made	9	13	7

Table 7

Observers' Overall Ratings
of Materials in Rooms

	Mean	*Above Mean		*Below Mean	
		No.	%	No.	%
Kindergarten	4.5	6	55%	1	9%
First Grade	3.7	5	36%	8	57%
Second Grade	3.4	2	14%	10	71%

Level of Thinking Produced by Teacher Questions

Researchers (Taba and others) have shown that pupils' ability to think at higher levels is related to the kinds of questions teachers ask. Several researchers have made classification systems for categorizing question. The Observation Schedule included a simplified category system to sample teacher and/or educational assistant questions for a five minute period. Level 1 questions were those that asked for children to recall facts, remembered or learned. Level 2 questions asked children to make comparisons, applications, judgments, predictions, to use facts to make critical judgments and to solve problems. Table 8 indicates the overwhelming preponderance of Level 1 type questions. Ninety-two per cent of all questions asked in the sample were of a recall nature. In other words, the great majority of teachers and educational assistants asked questions of kindergarten, first and second grade children that demanded the lowest level of thinking, namely recall. Children's

ability "to think critically, to make judgments and to develop solutions to problems" was seldom encouraged by the nature of questions teachers asked.

Table 8

Level of Questions Asked by Teachers and Educational Assistants

Grade	Educational Assistants				Teachers			
	Level 1		Level 2		Level 1		Level 2	
	No.	%	No.	%	No.	%	No.	%
Kindergarten	23	96%	1	4%	99	88%	14	12%
First Grade	53	96%	2	4%	106	99%	1	1%
Second Grade	45	96%	2	4%	121	86%	20	14%
Totals	121	96%	5	4%	326	90%	35	10%

Atmosphere in the Classrooms

Atmosphere is created by those behaviors which tend to predominate in most teacher-pupil contacts. Recent emphasis on analyzing factors in social-emotional climate stems from the fact that research results suggest a link between the atmosphere in which children are expected to learn and the stuff, both cognitive and affective, of what they really do learn.

Observers assessed atmosphere in two ways. One was a simple three point scale that had the following categories: 1) warm, supportive; 2) pleasant and controlled; 3) strained, tense. The observer checked the most appropriate category. Atmospheres maintained by the educational assistants and teachers were deemed generally "pleasant and controlled."

See Table 9.

A second measure was the Withall Index (see Appendix C) which categorizes the verbal content of the teacher. The results of this index paralleled those of the less sophisticated measure. See Table 10. As described by Withall[1] categories 1, 2, and 3 are said to be learner-centered and categories 5, 6, and 7, teacher-centered. See Appendix T. If the proportion of statements falling into one or more of the first three categories outweighs the proportion falling into one or more of the last three categories, the teacher is said to be learner-centered. If the proportion is reversed, the teacher is said to be teacher-centered. Total scores show sixty-three per cent of the educational assistant statements and fifty-eight of the teacher statements to be teacher-centered.

Usually a five minute sample of teacher and/or educational assistant statements was recorded during the observation. Analysis of the resulting data shows that the greatest number of statements, forty-nine per cent for teachers and fifty-eight per cent for educational assistants, fall in the directive or hortative category. Learner-supportive statements account for the next highest category, twenty-nine per cent for educational assistants and twenty-seven percent for teachers. In category 6, reproving or deprecating remarks, teachers comments totalled seven per cent and those of educational assistants, four per cent. There were few problem-structuring statements, educational assistants, two per cent; teachers four per cent.

[1]Withall, John. Categories for Social-Emotional Climate Index.

Table 9

Observers' Assessments of Atmospheres Maintained by Educational Assistants and Teachers

Grade	Warm, Supportive		Pleasant, Controlled		Strained, Tense	
	*E.A.	*T	*E.A.	*T	*E.A.	*T
Kindergarten	1	6	4	4	0	0
First Grade	1	3	5	10	3	0
Second Grade	3	6	4	4	1	2
Total Number	5	15	13	18	4	2
Total in Categories	20		31		6	
Per Cent	35%		54%		11%	

*E.A. = Educational Assistant

*T = Teacher

A breakdown of the data by grade levels showed few discernible differences. Teachers and educational assistants in the kindergarten exceed their colleagues in the per cent of accepting and clarifying statements about two to one. Educational assistants in the first grades were more teacher-centered than any other group.

What proportion of teacher and educational assistant statements should be learner-centered and what proportion teacher-centered can best be answered in the context of the total data and by the staffs of those schools involved. No optimum figure can be stated. However, it does seem important that teachers and educational assistants become aware

of the nature of their statements as these impend not only on climate but also on ultimate pupil thinking. Once aware, decision about direction may be a concomitant ingrediant.

Summary from Classroom Observations

The classroom observations and schedule sought answers to a number of questions related to the objectives of SEEC. In answer to these questions it would appear the following findings can be stated.

1. The program did indeed concentrate on providing in-depth services developing reading and math skills to children deemed educationally disadvantaged. The in-depth concentration was more extensive in reading than in mathematics.

2. With a massive emphasis on children's acquiring reading skills there was little time left to provide for the whole child and his wide range of interests and/or needs. To be sure, all classrooms made some attempt in this direction, and some classrooms did succeed in meeting this objective.

3. In the main, opportunities for children to explore a wide variety of materials was not observed, nor were there many instances or peer interaction.

4. The child's ability to think critically, to make judgments and to develop solutions to problems was seldom encouraged, either by questions asked by the adults, or through use of materials or interaction with peers.

5. Some emphasis was given to help children overcome deficiencies

Table 10

The Social-Emotional Climate: Withall Categories

Categories	Kindergarten		First Grade		Second Grade		Total in All Grades	
	*E.A.	*T	*E.A.	*T	*E.A.	*T	*E.A.	*T
1. Learner supportive statements---------	27%	28%	29%	29%	32%	22%	29%	27%
2. Acceptant and clarifying statements--	14%	16%	4%	7%	6%	9%	6%	11%
3. Problem structuring statements-----	0	3%	5%	3%	6%	8%	2%	4%
4. Neutral statements-	0	2%	0	0	0	0	0	0
5. Directive or hortative statements----	57%	44%	62%	54%	52%	49%	58%	49%
6. Reproving or deprecating remarks-----	0	6%	4%	6%	4%	9%	4%	7%
7. Teacher self-supporting remarks--------	2%	1%	5%	1%	0	3%	1%	2%

*E.A. = Educational Assistant

*T = Teacher

in language arts. These were frequently formal exercises. More informal exercises included language of conversation and group discussion.

6. The variety of educational books, audio-visual, enrichment and manipulative materials referred to in the SEEC proposal was not seen, and what was observed was infrequently being used by children.

7. Generally, small groups were being instructed by educational assistants and teachers. Occasionally children in groups worked independently. The direction and control of independent groups was closely maintained by the adult. Overall, climate could be considered pleasant and controlled.

Parent Involvement

The SEEC proposal stated: Parents will be encouraged to become involved in the program. An early childhood workshop will be held on a school and/or district basis under the auspices of the early childhood supervisor and teachers involved in the program will be invited to attend.

Principals and early childhood coordinators reported some kind of parent involvement although they acknowledged that in general this was a difficult task. A few schools had considerable parent involvement with a special room designated for parents and a calendar of activities. One observer had coffee in a kind of basement storeroom with several parents, the principal, and early childhood coordinator while parents counted money and talked. Small children played nearby or slept in baby carriages. This was not typical, but it was a moving experience for the observer. When it was mentioned that the observer

was interested in the SEEC program, there was a nod of acknowledgment from the group of parents. The interpersonal relationships seemed remarkably warm.

In another school, the principal was especially proud of the parents' room, also shared with the teachers, and of the numbers of parents who used the room. An ex-teacher-parent and Parents' Association president helped with involvement in one school.

Generally it was reported that the parent involvement was through the educational assistants and other paraprofessionals. In many schools there was difficulty in getting parents involved in any project. A long list of reasons exist for this. SEEC was neither well enough understood nor geared to specific enough parent objectives to entice parents from the many other demands on their "free" time. The objective was only minimally met as regards SEEC.

In-Service Training

The SEEC Proposal provided for in-service training with this description:

> Pre-Service orientation will be held for all teachers and Educational Assistants in joint session in each school. This training will concern itself with the objectives of the program, the selection of participants, the role of the adults in the classroom, methodology of teaching and evaluation. This is in addition to curriculum development and human relations in the classroom. Approximately five (5) hours of pre-service training will take place prior to and during the first week of school.
>
> In-Service training will take place as follows. All new teachers will continue ongoing training on a district wide basis once a month for three (3) hours. This will include general classroom procedures as well as skill training and human relations. All teachers and Educational Assistants in this program will participate in regularly scheduled in-service workshops in their respective schools.

These workshops will be conducted by the Principal or his designee (the Assistant Principal in charge of Early Childhood Program), for a minimum of three hours per month during school hours. This designee will be assisted by the Early Childhood staff, the District Reading Coordinator and the Math Coordinator. Efforts will be concentrated in the teaching and reinforcement of reading and math skills. Once a month training will be held in joint session with teachers and Educational Assistants meeting together, planning together, learning together and exchanging ideas so as to be able to implement the special services to those selected children deemed most Educationally Disadvantaged.

Educational Assistants will be given the opportunity to meet separately to discuss special problems and or needs unique to their position as community persons, school faculty members and participants in career ladder, whenever such meetings become necessary or are requested.

All regular pre-service and in-service training will be conducted during school hours.

Data Collection

Data regarding the in-service training aspects of SEEC were collected in the following ways:

1. interviews with each school principal and SEEC coordinator.
2. reports of planned training activities received by the District Coordinator from 15 schools
3. attendance at training sessions held in randomly selected schools

Findings Regarding Training

All principals reported holding training sessions. They varied in kind and extent although some general patterns seemed to emerge. About half of the schools held monthly meetings while all others indicated meetings either bi-monthly or as needed. Although the proposal stipulated joint training sessions for teachers and paraprofessionals in practice,

this was almost impossible to accomplish. Therefore, most meetings conducted by early childhood coordinators, assistant principals and principals were held separately for the two groups.

By far the most typical kind of training was that done by the classroom teacher with her educational assistant team mate in a designated "prep" period, usually once a week. Ten schools reported such meetings.

On the whole the pre-service orientation of approximately five hours, with activities described in the proposal, was not accomplished in the schools. Principals and SEEC coordinators reported that it was not necessary since many staff had experience with SEEC in previous years.

Visits were made to (five different training sessions) schools selected at random. An observer schedule (see Appendix D) was used to assess the training sessions and interviews were held with the session leader and some of the participants. See Appendices E and F.

Topics and/or emphases in the training sessions included such subjects as activities for one-to-one tutoring sessions, story telling, sharing of reading activities that have worked, and reports on trips taken. In all cases observed the training was for the educational assistants. No teachers were in attendance. Since these meetings were held during school hours, it would have been most difficult to have classroom teachers in attendance. Generally the interest of the participants was high, although in two of the sessions attended lecture method was used for about half the session. Interest was piqued considerably when educational assistants began to talk and share.

One training session for educational assistants involved a demonstration with children. The assistant principal (early childhood coordinator) began the session by stating what was going to happen and by eliciting from the group some possible reasons for values of story telling. The demonstration, a flannel board technique, was then followed by discussion and an exhibit of other materials and techniques that could be used.

Later in the month a similar session was held with the teachers. Although it was not possible to hold joint meetings this assistant principal provided a planned means of communication between the two groups, and in her introduction to the teachers explained that the educational assistants were working in this area and that it would be useful if they had an opportunity to use the techniques in the classroom. A common experience shared is the most beneficial; lacking this, the means used by this early childhood coordinator seems fruitful.

A videotape made of the session by the evaluators and used by the groups provided another means of communication and a beginning library of training tapes. The District might consider the use of teacher-made videotapes for training sessions.

Another type of training session most frequently reported was that in which the classroom teacher met with an educational assistant, usually one "prep period" per week. Several reasons may account for this formalization: 1) it is, in the words of one early childhood coordinator the teacher who is the principal trainer. It is the personal relationship that helps the carry-over to the classrooms. When the Educational Assis-

tant feels imposed upon it hinders growth. 2) Difficulties in freeing either a large number of educational assistants or teachers for any one time mitigates against meetings of either one group or the other. Joint meetings of both groups were almost impossible to hold during the regular school day. Hence, the use of a "prep period" when both would be free was accepted, and in the words of an early childhood district assistant principal, the teacher is the principal trainer, so why not acknowledge this.

Two such sessions were observed. In one a teacher and the educational assistant were reviewing some language experience stories of eight children whom the educational assistant was helping. The teacher offered several suggestions: encouraged the educational assistant to give the children "much praise" when they did well, to be sure children had time to assimilate before taking up new work. She suggested that the educational assistant try to accept children's expressions of feelings even though they might convey hate or anger. She suggested a technique for helping a child spell a word, encouraging him to do as much as he could by himself. Finally, she shared her next week's science plan with the educational assistant. The task would be sorting; the children would have magnets and they would go in groups with the educational assistant to various places in the school, for example, to the kitchen to see what things magnets did and did not attract.

In another teacher-educational assistant meeting the topic was planning for reading for the next week. The educational assistant kept a notebook and the teacher dictated what the educational assistant and children were to do. Assignments were made for specific basal readers

for morning instruction. Then afternoon assignments were given. On one afternoon the educational assistant was instructed to take a particular group and to use the "response card drill", for another day she suggested, after leafing through a teacher's manual, that the educational assistant do the "judgments game", commenting as regards procedure "that's easy." Another suggestion was, "if there's extra time, work on booklets."

It seemed to the observer that in the first session described there was a "teaching relationship" and a concern for planning based on the diagnosed needs of specific children and the educational assistant while in the second session emphasis seemed to be on laying out the work to be covered, the need for the activities derived more from books than from specific needs of children. The teaching aspect of this "training encounter" was not apparent. If that same early childhood coordinator is correct that "the level of the educational assistant's work depends on the level of the teacher" then it is imperative that teachers receive more instruction on their roles of teacher trainers.

One assistant principal, in charge of early childhood programs, took a first step in this direction when she asked teachers to send her monthly records of the weekly conferences. The data would make a good basis for a teachers' meeting on the subject "teacher training for educational assistants."

While some schools met the stipulation of three hours per month of SEEC training workshops and once a month joint training, others did not. Reasons given for this included time and scheduling problems. The reality of the situation for educational assistants was that a 45 minute period

was used. This became, at best, a 40 minute session. To meet the three hour minimum would have meant a minimum of one training session per week. The individual team meetings of teacher and educational assistant may have taken up the lack in training time. But, as noted, the quality depended greatly on the teacher which resulted in varying degrees of benefits for educational assistants and little new input for teachers.

Interviews were held with 15 educational assistants (see Appendix E). Their responses fell into two patterns. The first was a general comment that all was fine. The second, and by far the largest response was that the children's day was so structured that they would have no time for other things like story telling. Some concern was noted here by ten educational assistants about the fact that the entire day was filled with reading activities. When asked about mathematics, they agreed that this topic was also covered but not with as much emphasis.

The majority of educational assistants interviewed said that they did not know about SEEC although they did know that they were to work primarily in reading. They found it difficult to work solely with SEEC children and bridled somewhat at this description. The evaluators agree that it is difficult if not impossible for educational assistants to work solely with SEEC children in the larger framework of a class.

Six educational assistants noted that their training was repetitious, year after year. They suggested some changes. Most of those people who had had several years of experience as educational assistants did not know of the special changes in the SEEC project for the year 1972-73.

When teachers did meet in schools most sessions were based on grade level or subject matter and so included staff other than SEEC related personnel. In this way the emphasis of most teachers meetings was not directly on SEEC, but may have touched subjects vital to it such as reading and human relations.

The lack of early meetings for all staff before school began and during the first week, may have contributed to the diffuse foci in training and the lack of specific knowledge about the differences of SEEC for that particular school year.

SEEC Coordinators

In the course of visits to SEEC schools the evaluation team noted that SEEC coordinators were extremely busy people with a myriad of non-SEEC activities. These included coordinating buses and trips, handling discipline, supplying materials and books, operating testing programs, meeting with parents. Their time seemed more taken by urgent requests and emergencies than by established on-going training and coordinating SEEC activities. The evaluation team was grateful for the time and support coordinators gave them in the midst of all of their busy days.

Responses to Final Questionnaire

At the end of May of 1973 questionnaires (see Appendix G) were submitted to a sample of educational assistants, teachers and administrators in each school to ascertain how these people judged SEEC goals and their effectiveness and to gather suggestions for the future of the program. It was not possible to determine the rate of return since SEEC

coordinators in each school were asked to submit as many of the ten questionnaires sent to them as they judged reasonable.

Responses from teachers totalled thirty-five, from educational assistants, twenty, and from administrators, thirteen. The ruberic of "administrator" encompasses principals, assistant principals, SEEC co-ordinators in the schools and district SEEC coordinators. At least seven schools out of the fifteen sent representative replies.

SEEC Results

The three groups were asked to indicate tangible results of SEEC in classrooms and schools. Table 11 summarizes the replies.

The most frequent response of all three groups was the greater degree of individualization. Teachers placed high importance on the additional personnel, namely the educational assistants, a direct result of SEEC. Both teachers and educational assistants also mentioned frequently various special programs and materials which they attributed to SEEC. Educational assistants gave their third highest mention to "greater skill development in reading and mathematics." Other tangible results of the SEEC Program named by administrators were "more equipment and materials" and "increased reading scores."

A second question asked the respondents to name any goals they had for SEEC that were not carried out and to state the reasons. Table 12 presents the tabulated results.

According to the responses of teachers and educational assistants, twenty-four per cent from both groups, all goals that they had were carried

Table 11

SEEC Results in Schools

	Teachers		Educational Assistants		Administrators	
	No.	%	No.	%	No.	%
1. More individualization (smaller groups, more time, self pacing, 1:1, more groups, extra attention, independence, individualized curriculum)	34*	35%	28	52%	15	44%
2. Educational Assistants in classroom	13	14%	3	6%		
3. Special programs and materials						
a. Distar	4	4%	2	4%		
b. Open Cont.	2	2%	3	6%		
c. Differing approaches	1	1%				
d. Open Classroom	1	1%			1	3%
e. Bilingual Program	1	1%				
f. New Readiness Workbook	3	3%				
4. More equipment and materials	9	9.5%	4	7%	3	11%
5. New positions created						
a. Cluster Teacher	2	2%	1	2%		
b. Early Childhood Coordinator	1	1%				
c. Special Math Teacher	1	1%				
d. Two teachers in room	1	1%			1	3%
6. Help provided by Educational Assistants						
a. Made materials	1	1%				
b. Handled problem children	2	2%	2	4%		
c. Commun. with parents	3	3%				
d. Social-Emotional support					1	3%
7. Children show more interest and readiness	5	5%	1	2%	2	7%
8. More work with Non English speaking	4	4%				

	Teachers		Educational Assistants		Administrators	
	No.	%	No.	%	No.	%
9. Greater skill development in reading and math	3	3%	5	9%		
10. More remedial work	2	2%				
11. More parents involved	2	2%			1	3%
12. Language skills increased	2	2%				
13. Training in schools			2	4%		
14. More field trips			1	2%	1	3%
15. Attractive classroom			1	2%		
16. Concentration of reading skills					1	3%
17. Children selected and screened					1	3%
18. Teachers developed plans for SEEC children					1	3%
19. Smaller class size					1	3%
20. Increase in reading scores					3	11%
183 Responses = 100% =	97	+	54	+	32	

out. When goals were not met the reason most often given was lack of time. This contributed to a lesser degree of individualization and to lack of greater accomplishment in academic areas. Many answers were long ones and mentioned the need for more time to work with "non-English speaking" children, for more time to give intensive language development, and for more time to help children with emotional problems.

Administrators, too, saw the need for "more individualization". In addition, some felt that parent involvement had not been high enough. This latter point was also expressed by teachers. Reasons for this were alluded to, but not expressed.

Question three asked for suggestions for improving the SEEC Program. Table 12 summarizes the replies. Suggestions ranged widely and fell into twenty-eight categories. Those categories that received ten per cent or more responses from both teachers and educational assistants were the following: 1) that educational assistants should remain in the same room with the same teacher rather than be sent to other classrooms to work, or to assume lunch duties; 2) that there be more balance in the program for children with less emphasis on reading all day; 3) that more money be provided for supplies and trips. Administrators concurred in this latter matter. More and better in-service training as an area for improvement, although not as frequently mentioned by teachers, was named by thirteen per cent of the educational assistants and by seventeen per cent of the administrators. The open-ended nature of this question resulted in a number of positive and viable suggestions. Perhaps it is not possible to implement all of them in all schools.

Table 12

Responses to SEEC Goals Not Met and

Reasons for not Meeting Them

		Teachers		Educational Assistants		Administrators	
		No.	%	No.	%	No.	%
1.	All goals carried out	12	24%	5	24%		
2.	Lack of time (for individualization, drill; inflexible schedules, double session; with educational assistants)	11	22%	3	15%		
3.	Closer home contact needed (lack of parent interest, weak links with community, parents not encouraged to become involved, program not interpreted to parents)	4	8%				
4.	Problems with buses (late, riding rules, not available)	4	8%	1	5%		
5.	Problems re Educational Assistants (crutch too long in Spanish, need more responsibilities, narrowly used)	3	6%				
6.	Poor language arts development	3	6%				
7.	Had no goals	2	4%				
8.	Hour of continuity with children (absences, moving)	2	4%			2	15%
9.	Spanish speaking children did not get time and attention needed	2	4%	1	5%		
10.	Inadequate materials and equipment	2	4%	1	5%		
11.	Individualization not possible	1	2%				
12.	Money not available for Open Court	1	2%	1	5%		
13.	Teacher-student ratio not continuous	1	2%				
14.	Poor communication between grades	1	2%				
15.	Children who needed SEEC most did not get it	1	2%				

	Teachers		Educational Assistants		Administrators	
	No.	%	No.	%	No.	%
16. Lunch time cut into time with children			3	15%		
17. Educational assistants going to other classrooms poor			2	10%		
18. Too much emphasis on Distar cut into other areas for children						
19. Could not reach a problem child			1	5%		
20. Overcrowding, lack of space			1	5%	1	8%
21. More individualization needed					3	23%
22. Parents failed to get involved					3	23%
23. Need more intensive LA program					1	8%
24. Need for more corrective programs					1	8%
25. Lack of feedback of SEEC tests					1	8%
26. Additional money and smaller classes not enough					1	8%
84 Responses = 100% =	50	+	21	+	13	

Interested readers might find a number of suggestions useful to their own school.

The last question asked respondents to note those aspects of SEEC that could be continued without funding. In the long run, it may be that those aspects that can thus be amalgamated are what is seen as most important and worthwhile in the project. In addition, the facets that will be continued, whether funds are available or not, are measures of the impact of SEEC on the school system. By no means do the preceding statements negate the fact that funding is often needed to actualize processes and to continue worthwhile ones. Table 13 summarizes the replies.

While twenty-four per cent of the teacher's replies and thirty-six per cent of the educational assistants' replies expressed "severe curtailment of individualization" and "loss of gains made by children" thirty-five per cent of the administrators' responses said that the "program could not continue." Of course, without funding the personnel would be severely cut. On the other hand, some individualization can be achieved in a variety of ways without additional personnel: through the use of self-teaching and self-correcting materials, through the multiplicity of media and audio-visual equipment. To some degree this is the essence of the open classroom. Certainly, some teachers caught this idea: note, two teachers who would continue intensive parent involvement, and the ten persons who felt that individualized reading could go on.

Some other replies, woven throughout the four questions, shed some

Table 13

Suggestions for Improving SEEC

	Teachers		Educational Assistants		Administrators	
	No.	%	No.	%	No.	%
1. Educational Assistants should stay in same room with same teacher	10	19%	5	17%		
2. More balanced program, de-emphasized reading	8	14%	3	10%		
3. More money for supplies, films, trips, individual needs of teachers, Spanish speaking children	8	14%	3	10%	4	33%
4. Better planning of SEEC goals, develop common goals from District office, better definition of roles and responsibilities	4	7%				
5. More involvement with community guidance services for all, house calls, educational program for parents	4	7%	1	3%		
6. More and better in-service training	3	5%	4	13%	2	17%
7. Educational Assistants should not leave before children, no lunch duty for educational assistants, same lunch as teacher	3	5%	4	13%		
8. Lower class size	2	4%				
9. Don't know enough about SEEC to answer	2	4%	1	3%		
10. More educational assistant involvement	1	2%				
11. More educational assistant initiative	1	2%				
12. Use 4th and 5th graders as tutors, helpers	1	2%				
13. Daily Spanish course for teachers	1	2%				
14. More Distar	1	2%				

	Teachers		Educational Assistants		Administrators	
	No.	%	No.	%	No.	%
15. More emphasiis on Science and Social Studies	1	2%				
16. Ungraded class for oral English and composition	1	2%	1	3%		
17. Teacher-Educational Assistant teams carried on after end of year	1	2%				
18. More individualization			2	7%	1	8%
19. Revise language program, less repetition in language program			2	7%		
20. Humanize education for each child			1	3%		
21. More educational assistants			1	3%		
22. Don't crowd classes into room built for one			1	3%		
23. Reading from one workbook-one textbook			1	3%		
24. More personnel in reading skills					1	8%
25. Internship program					1	8%
26. Articulation					1	8%
27. Programmed instruction					1	8%
28. Increase day to 4 hours for traditional children development program					1	8%
94 Responses = 100%	52	+	30	+	12	

light on possible misunderstanding about the SEEC Project and point to needed clarification. For example, several persons who were asked to fill out the questionnaire said they did not know what SEEC was or what the goals were. A still larger group assumed DISTAR and other special programs to be a part of SEEC. The confusion is not surprising. For example, Distar and Bus programs were separately funded and not included in the SEEC umbrella; nevertheless, a good number of SEEC children were the target for one or both of these projects. SEEC did indeed have goals. Why is it that some people said that they did not know of the project and of its goals?

Turning to another area, what can be done to help some teachers and educational assistants to see that individualization is more than having smaller groups and enough time? Should balance in the early childhood curriculum be re-examined?

Testing Results

Evaluation objectives were:

1. Kindergarten children participating in the program will show a significant gain in conceptual and readiness development after exposure to the program.

   a. The Boehm Test of Basic Concepts will be administered pre and post to 100 kindergarten children. A t test for related data will be used to assess differences between means.

   b. The Metropolitan Readiness Test will be administered to 100 children pre and post. A t test for related data will be used to assess differences between means.

2. The California Achievement Test, Level 1 (Reading Vocabulary and Comprehension, Math Concepts and Problems) will be administered to about 200 1st and 2nd graders pre and post. A t test for related data will be employed to assess differences between means.

Table 15

Aspects of SEEC that Could be

Continued without Funding

	Teachers		Educational Assistants		Administrators	
	No.	%	No.	%	No.	%
1. Severe curtailment of individual, loss of quality, loss of gains, NE would lose	11	24%	4	36%		
2. Could not continue, disaster, little	3	7%			6	35%
3. Individual in reading	8	18%	1	9%		
4. More large group activities	5	10%	2	18%		
5. Educational Assistants needed to continue	4	9%				
6. Cluster Teachers	3	8%	1	9%		
7. SEEC not so different	3	8%				
8. Small reading & math groups	2	5%				
9. All	2	5%				
10. Parent involvement	2	5%			1	6%
11. Parent volunteers in class	1	2%				
12. Use of manipulative materials	1	2%	2	18%	1	6%
13. Educational Assistants would not have jobs					2	12%
14. Smaller class sizes					1	6%
15. Concentrate reading in classes					1	6%
16. Concentrate math					1	6%
17. Distar in kindergarten			1	9%	1	6%
18. K & 1 could continue					1	6%
19. Joint and Educational Assistants training after school					1	6%
73 Responses = 100% =	45	+	11	+	16	

There were two changes in the planned testing procedures. The New York City Pre Reading Inventory was substituted for the Metropolitan Readiness Test in first grade. The Inventory was judged more suitable. The California Achievement Test, Level 1, was not administered to a sample of first graders since it was found that children could not attend to the test in the pre-test sessions.

The Sample

An administrative problem of the SEEC program was that all lists of SEEC eligible children were not completed until four months into the school year. Since testing occurred earlier than that, specific directions asked each principal to include only SEEC eligible children, as defined, in the testing sample. For the very young children principals were asked to send those children who were SEEC eligible and who could work under testing procedures. To the degree that the directions were followed, the sample is a representative one.

Kindergarten

The Boehm Test of Basic Principles, Booklets 1 and 2, was administered to 70 children on pre and post tests. Results of a test on the significance of the differences between means for correlated samples were highly significant:

Table 16

Kindergarten - Basic Concepts - Booklets 1 and 2

N	No. of Items	Pre-Mean		Post-Mean		t	Degrees of Freedom	P
70	50	28.73	8.3	33.54	6.8	7.25	69	.0001

High Significance

The significant finding was made more meaningful by the fact that the difference between means (4.81), or gain, was over half of a standard deviation between the means.

The Boehm Test of Basic Concepts,Booklet 1, was administered to 14 kindergarten children on pre and post tests:

Table 17

Kindergarten - Basic Concepts

Booklet 1

N	No. of Items	Pre-Mean		Post-Mean		t	Degrees of Freedom	P	
14	25	11.50	5.07	16.29	3.73	3.86	13	.0023	Sig.

Here again, significance is even more meaningful since growth, or the difference between means (4.79) is about one standard deviation.

Based on the results made by children who were tested, the first part of objective 1, to improve conceptual skills in kindergarten was met.

The New York City Pre Reading Inventory, Parts 1 and 2, was administered to 72 kindergarten children. Following are some results of a test on the significance of the difference between means for correlated samples:

Table 18

Kindergarten - N.Y.C. Pre Reading, Parts 1 and 2

	N	No. of Items	Pre Means		Post Means		t	Degrees of Freedom	p	
Part 1	72	32	20.22	8.16	27.29	5.20	9.98	71	.0001	High S
Part 2	72	28	13.04	6.77	19.79	6.78	9.49	71	.0001	High S

A comparison of means to the number of items in each part discloses that Part 1, with 32 items, was an easier test than Part 2, with 28 items. In both cases however, the growth made was of high statistical significance. Differences between pre and post means for the two parts were about one standard deviation for each.

First Grade

The New York City Pre Reading Inventory was administered to 131 first graders with the following results:

Table 19

First Grade - NYC Pre Reading, Parts 1 and 2

	N	No. of Items	Pre Means		Post Means		t	Degrees of Freedom	p	
Part 1	131	32	25.81	5.70	29.77	3.36	11.80	130	.0001	High Sig.
Part 2	131	28	21.27	5.82	25.42	3.09	9.78	130	.0001	High Sig.

As with kindergarten, a comparison of the means to the number of items discloses that Part 1, with 32 items was an easier test than Part 2. However here the differences are not as outstanding.

On further examination there is a possibility that the test was too easy for these first graders. On the pre test, the determination of separate item difficulty showed that only 4 items in Part 1 and 10 items in Part 2 could be considered acceptably difficult, using the range of .30 to .70. All other items could be considered too easy (above 70). On the post test, all items in Part 1 could be considered too easy and only one item in Part 2 could be considered acceptably difficult.

Based on the results discussed, data from first grade children sampled show that Part I of Objective 2, to improve reading achievement, was met in terms of reading readiness. Since it was not possible to administer the CAT to a sample of first grade SEEC children no information is presented on test achievement in reading vocabulary, reading comprehension and mathematics concepts and problems.

Second Grade

The California Achievement Test (CAT), Level 1, was administered to 175 second graders on a pre and post basis. A test for the significance of the difference between means for correlated samples was applied to reading comprehension data:

Table 20

Second Grade - CAT - Reading Vocabulary

	N	No. of Items	Mean		Grade Norm	
Pre Test	175	92	67.39	12.98	1.82	.94
Post Test	175	92	76.42	9.23	2.72	.89

When gains made in the vocabulary section were analyzed with predicted gains, the following resulted:

There was highly significant growth in vocabulary when post test gains were compared with gains that were predicted from pre test scores.

When individual items on the pre test were analyzed for difficulty, 29 items could be considered acceptably difficult (from .30 to .70),

Table 21

Second Grade - CAT - Reading Vocabulary

Post Norms and Post Predictions

	N	Mean		St Error	Difference Post & Pred Means	t	Degrees of Freedom	Two Tailed Probability
Post Norms	175	2.72	.89	.07	.34	4.23	174	.001 High Sig.
Post Predicted	175	2.39	1.60	.12				

69 items could be considered too easy (above .70) and 4 items could be considered too difficult (below .30). When items on the post test were analyzed for difficulty within the same ranges, 74 could be considered too easy, 16 acceptably difficult and 2 too difficult.

Second graders reading comprehension scores on the CAT resulted in the following pattern:

Table 22

Second Grade - CAT - Reading Comprehension

	N	No. of Items	Mean		Grade Norm	Standard Deviation
Pre Test	175	24	9.17	5.82	1.78	1.01
Post Test	175	24	14.39	6.10	2.70	.86

The post test scores were compared to predicted post test scores:

Table 23

Second Grade - CAT - Reading Comprehension -

Post Norms and Post Predictions

	N	Mean	St Error	Differences Post & Pred. Means	t	Degrees of Freedom	Two-Tailed Probability
Post Norms	175	2.70	.86 .07				
				.38	3.45	174	.001
Post Predicted	175	2.32	1.71 .13				High Sig.

Again, second graders who were tested showed highly significant growth in reading comprehension when their post test results were compared to results predicted from pre test scores.

When items were analyzed for test difficulty the bulk of both pre and post test items (17 and 18 respectively) could be described as acceptably difficult. This lends further meaning to the highly significant statistical results in reading comprehension.

In addition to reading skills, the CAT contained a section which tested growth in mathematics. Second grade results in a test for the significance between means for correlated samples were:

Table 24

Second Grade - CAT - Mathematics

	N	No. of Items	Mean		Grade Norm	
Pre Test	175	47	27.89	7.7	1.63	.78
Post Test	175	47	32.64	6.5	2.49	.92

Post test scores were then compared to predicted post test scores:

Table 25

Second Grade - CAT - Mathematics

Post Norms and Post Predictions

	N	Mean		St Error	Differences Post & Pred. Means	t Value	Degrees of Freedom	Two-Tailed Probability
Post Norms	175	2.49	.92	.07	.41	5.12	174	.001 Highly Significant
Post Predicted	175	2.08	1.32	.10				

The tested second graders made a highly significant gain in mathematics as measured by the CAT when their post test scores were compared to predicted scores based on their pre tests. When separate items were analyzed for test difficulty the bulk of the pre test (28 out of 47 items) could be described as acceptably difficult using the range of .30 to .70. On the post test 19 out of 47 items would be considered acceptably difficult, 25 would be considered too easy and three too hard.

Based on the tests employed the second grade children sampled made significant gains in Reading Vocabulary, Reading Comprehension, Mathematics Concepts and Problems and so met evaluation objective two as stated.

Discussion

The significant results reported for the children sampled were

expected by the evaluators. Classroom observations, interviews of personnel and questionnaire results bore out the almost overwhelming emphasis placed on reading, with mathematics a distant second, in the majority of SEEC classrooms. Many children engaged almost entirely in reading and mathematics related activities all day, every day. An educational assistant wrote, "What has happened to other things a child should learn and do? When we have painting once in a while I cannot keep them away from the easel, they are that happy."

It is true that one view of reading and math related activities can take in a multitude of experiences, i.e., dramatics, personal browsing in books, puppetry, playground activities, cooking, block play, planning, clay work, talking. However, most of the reading and math activities observed and described adhered closely to the formal instructions described in this report. These included generally high teacher-centered control, directive in nature, with generally low level of questions. While grouping was accomplished with the help of educational assistants the nature of the small group interaction remained the same as the teacher mode in most cases. Little was seen of child directed activities and creative use of materials by children.

It is postulated by the evaluators that the rather formal and prescribed mode of instruction used for large blocks of time with the majority of children is directly related to the children's success with the tests used, which are also formal and prescribed.

Some other questions and concerns arise from this: How would the children have done on the tests without this massive emphasis and with

more time given to broader and other child-development related activities? Would they have done better? Worse? That is, without losing the spirit of the SEEC proposal which provides funds to upgrade reading and mathematics, could activities have been more balanced?

Do some reading programs (Distar, Open Court, Sullivan) demand generally teacher directive, low level interaction or is this the way they have been translated by educators? Do some teachers desire rather formalized directed reading and mathematics programs and do better with than without them? What part can in-service training play in upgrading instruction? What is the school district policy about supporting any program that seems to be based on low quality of teaching and learning? How does the district stand on such a program when it seems to effect significant testing results?

Was the SEEC proposal confused and/or confusing with its tremendous emphasis on reading and mathematics and its low key support of the "whole child?" Was the proposal translated by educators to mean that children must have routinized group oriented reading and mathematics activities practically all the time?

Without a doubt, the testing results are positive within the parameters set. This discussion has posed some questions about the parameters. District staff will be the best ones to examine data and process results and then to support what is or to make changes. This will depend greatly on the vision of education that is held.

RECOMMENDATIONS

It is recommended that the SEEC Project be recycled and refunded for the following year contingent upon some qualitative changes. It is in this light that the following suggestions are made.

The Next Proposal

It is recommended that:

1. The proposal be subjected to analysis to determine if the aims are acceptable to the District, are educationally sound and are mutually supportive.

2. Objectives subscribed to can be stated less globally and more specifically so that they can be assessed in behavioral terms.

3. Representatives of administrators, teachers, educational assistants and parents be involved in proposal development.

4. A working copy be circulated to all SEEC and SEEC related personnel for comments and changes.

5. Plans be determined and included for pre-service training procedures.

6. Target list be established earlier using criteria specified.

Program

It is recommended that:

7. Administrators and teachers of early childhood classes consider the "balanced day." How can in-depth services in reading and mathematics continue and at the same time how can educators help children meet all the other basic needs for exploration of materials and the environment, for creativity, for vigorous play, for problem

solving?

8. The formal reading programs be balanced with other language activities including reading to children, dramatics, particularly dramatization of stories, the continuing of experience stories, dictated stories, reading books both for information and pleasure, talking.

9. Children have increased opportunities to use resource books with both pictures and reading content for gathering information and answering questions that are derived from first hand experiences in connection with science, social studies, mathematics and other content related fields so that relationships between reading and answers to questions and problems in every day living can be seen.

10. Increased opportunities be provided for conceptual development, critical thinking and problem solving through more first hand experiences in science, social studies, the arts and mathematics. Centers of interest should be truly that and not decorative displays of plants and animals.

11. Teachers and educational assistants consider what optimum room arrangements provide for children to be independent and resourceful in the selection, use and storing of materials, and to change room arrangements accordingly.

12. Use of audio visual equipment and software be increased especially by children in their learning activities.

Knowledge of Program

It is recommended that:

13. School administrators make certain through every avenue open to them that all personnel understand both the goals served by SEEC and the population to be served. This process could include planning involvement, meetings and publicity.

Personnel

It is recommended that:

14. Educational Assistants remain with their "home" class and have the same schedule as their "home" teacher for maximum input and learning.

15. The position of Early Childhood Co-ordinator in each school has as his major responsibility that of upgrading early childhood education; and that he be divested of other functions, such as disciplinarian and last minute librarian, in order to provide daily input to and with staff.

Training

It is recommended that:

16. Teachers and educational assistants be helped to reduce the amount of their directive statements. While all teachers must be directive at times, overdirection does not foster independent thinking. Training such as coding verbal behavior can provide tools and techniques for helping people become aware of their talk and to change it, if need be.

17. Every teacher and educational assistant receive in-service training on how to frame questions that result in higher level thinking on the part of children and that there be a follow-up in the classroom.

18. The focus of much training be on a broadened view of

individualization. People should be helped to see that smaller groups per se do not guarantee individualization.

19. Strategies of diagnosing individual needs be an emphasis of training.

20. Efforts be made to vary training procedures, to try new techniques and materials.

21. Times for training in separate groups or together be realistically planned and followed. After school training may be a solution when there is so little time during the day to create the oasis of time and mind needed.

22. Training leaders strive in every instance possible to help people translate learnings into actions with children. This may mean more "in class" training, more use of media such as video tape recorder, more sharing, different modes from what is commonly known as training.

23. Early childhood coordinators help teachers diagnose and plan for their teaching function as in-service training of educational assistants.

24. Teachers and educational assistants be helped to examine their roles and functions.

25. That each group keep the other informed when separate meetings are held for educational assistants and for teachers. A newsy note, a bulletin board, a reminder from the assistant principals can help.

Community Involvement

It is recommended that:

26. Increased effort be made to involve parents and other community members in meaningful ways in the SEEC program. This might mean child study workshops for parents as well as other activities. It will certainly involve teachers, educational assistants and administrators in seeking and carrying out ways to involve the community.

DISTAR READING PROGRAM

Background

After an initial pilot of the DISTAR Reading Program in two schools in District #15 during the 1969-1970 school year, the program was expanded during the 1970-1971 school year to include seven additional elementary schools. The third full year of operation, the fourth year for the two pilot schools, was recently completed. The program was utilized in 62 classrooms during the 1972-1973 school year of which 21 were kindergarten, 22 first grade, and 19 second grade. Many of the kindergarten classrooms offered Distar for both the morning and afternoon sessions. A total of approximately 2,000 children in the District received instruction in the DISTAR program this past school year.

The evaluation design provided by the Bureau of Educational Research called for the evaluation of the following objectives:

Program Objectives:

1. Children in the DISTAR program will show a significant increase in reading and conceptual skills after exposure to the program.

    a. The BOEHM Test will be administered pre and post to assess changes in conceptual skills. Differences between the pre test and post test means will be analyzed with a t test for related measures. Tests will be administered to approximately 35% of the kindergarten children in the program.

2. Children in the DISTAR program will show a significant increase in reading achievement after exposure to the program.

a. The CAT Level I Reading Achievement Test will be administered to approximately 35% of the first and second graders enrolled in the program. Differences between pre and post means will be analyzed with a t test for related measures.

Several changes were made in the original evaluation objectives. The changes and the reasons for them are presented below:

1. A careful reading of the CAT manual indicated that the test was appropriate only from the middle of grade one (1.5). Further, a pilot confirmed the inappropriateness of this measure for use at the beginning of the first grade as a pre-test due to tis difficulty. Consequently, it was decided to use the New York City Pre-Reading Assessment Test for the first grade, retaining the CAT for the second grade. The revised evaluation objective for grade one is as follows:

> The New York City Pre-Reading Assessment Test will be administered to approximately 35% of the first graders enrolled in the program. Differences between pre and post means will be analyzed with a t test for related measures.

2. Due to the ready availability of a computer program for single-classification analysis of variance this was the technique utilized to test for significant differences between the pre-test and post-test means for the kindergarten and first grade data. Like the t test, analysis of variance can be used to test whether means of two groups are significantly different; the resulting value is the F ratio.

3. For the second grade sample a t test was run on the predicted post-test and the actual post-test using an historical regression design which takes into consideration the learning rate of the child based on past performance in school. This technique was not feasible for the kindergarten and first grade samples due to the more limited exposure to schooling.

Data collected for the evaluation came from several sources. As specified in the revised evaluation design, designated standardized tests were administered on a pre and post basis to provide data for the summative portion of the evaluation. The formative or process portion providing descriptive information relied upon data gathered through interviews, questionnaires and observations. Those who were interviewed were the District DISTAR Coordinator and administrators in each of the nine DISTAR schools. Questionnaires were completed by a sample of DISTAR teachers, DISTAR Educational Assistants, and former DISTAR teachers. Observations were made in a sample of classrooms in all nine schools. All schools were visited twice by the evaluator with additional visits by research assistants for testing and other data collection purposes.

Description Information

The DISTAR program consists of a highly structured course of study published by Science Research Associates which highlights sequential development of language and reading. Three levels each of the language and reading programs are available and are being utilized in classrooms from kindergarten through the second grade. However, the reading program was implemented in all DISTAR classrooms with the use of the language program varying from school to school and sometimes from class to class within a school. A common practice was the use of the language program for non-English classes. The format of the DISTAR programs incorporates elements of programmed instruction with children grouped according to ability. Consistent use of praise for attainment and "take homes," a sheet of DISTAR activities which the child may keep, are built-in motivational devices.

A prescribed routine is established through explicie directions to the teacher. The language and reading programs each consisted of approximately ½ hour of instruction led by an adult. Sentence patterns and concept attainment were emphasized in the language program while a phonetic approach was emphasized in the reading program. The total time spent by the teacher varied depending on whether both language and reading were being taught and whether she had to instruct more than one group.

It was determined through interviews, questionnaires and observations that a variety of patterns were being utilized in those schools with the DISTAR program. Seven of the nine schools implemented the DISTAR program from the kindergarten through the second grade. Only one of these seven schools used DISTAR in all classrooms from kindergarten through second grade. In one school DISTAR was not used in the kindergarten since it was felt that the program was too structured and required too much time from the 2½ hour kindergarten day. Finally, one school viewed the DISTAR program as a means of giving children a "head start" and was used only on the kindergarten level and in a first grade class with children without prior schooling.

Information from Administrators

An administrator, usually the principal, was interviewed from each school during the winter of the 1972-1973 school year. In one case the assistant principal for the lower grades was interviewed and in a few cases the assistant principal or the supervisor for Early Childhood joined the principal for the interview. A follow-up interview was conducted in each school near the close of the school year. For the follow-up three principals and six assistant principals were interviewed. In total a reasonable cross-section was obtained. The data collected are summarized below.

The DISTAR schools were predominately in low socio-economic areas serving primarily working class families. Over 50% of the children attending these schools were from a Puerto Rican background. The second largest ethnic group represented was comprised of blacks. The schools ranged in size from an enrollment of approximately 430 to one school with 1,700 children.

Most of the administrators felt that the primary objective of the DISTAR program was to provide a structured approach to the teaching of reading, with some indicating that since the program could be started in kindergarten their children could get a "head start" in reading.

The selection of the staff for the program included asking for volunteers and administrative mandate. For example, in a given school all classes on a certain grade might be on DISTAR, whereas at another grade teacher choice was possible. DISTAR personnel consisted of the 62 classroom teachers as well as 26 DISTAR Education Assistants. It was found that this basic staff was supplemented in some schools. Eight of the nine schools had resources in the form of additional Educational Assistants funded through the SEEC Program. In some cases these Educational Assistants were used to provide extra personnel for DISTAR classes. One school received funding as an High Impact (MES) school with additional Educational Assistants some of which were used in DISTAR classrooms. Finally, it was found that a cluster teacher or team teaching situation was employed in some schools. As a result DISTAR classrooms generally consisted of from two to four adults during the DISTAR period.

The deployment of the staff also varied from school to school. Different patterns included the following: the teacher working with the '

"fast" group while the Educational Assistant worked with the "slow" group, the teacher working with the reading program while the Educational Assistant worked with the language program or the teacher responsible for all instruction while the Educational Assistant supervised reinforcement activities. Usually at least two groups were actively involved in an instructional sequence at a given time. The adult-child ratio varied widely from three to as many as 17 with most groups smaller than 10.

The materials available in the buildings generally reflected the scope of the program in each building. In the school where DISTAR was used only in the kindergarten and with a first grade class without prior schooling, the material available was just the Reading I Program. Seven of the nine schools had programs on all grades kindergarten through grade two. All of these schools had complete materials Language I-III and Reading I-III. In these schools children were usually in the program for three years. However, in some schools if it was felt that the child was not benefiting from the program he was scheduled into another class. The reasons cited were that the child may have mastered the decoding skills or that the instructional style was not suitable for him.

Since the program is a highly prescriptive one with a precise role for the teacher, training is an important factor contributing to the effectiveness of the implementation of the program. The administrators indicated that a workshop several days in duration was conducted by SRA, however, since the training was during school time it was difficult to arrange for coverage of all personnel involved. In addition, the training was provided after the commencement of the school year so that in the case where the teacher had no previous experience with DISTAR, she was using the program for a few weeks without benefit of proper training. Additional training was

provided by the District Office with the District DISTAR Coordinator making periodic visits to the schools on an on-call basis. These visits were reported to be quite helpful. A helpful visit from a SRA consultant was also reported, though his availability was limited. Periodic workshops for teachers scheduled throughout the school year by SRA were available, but again in some schools it was difficult to cover the classes of those teachers who should attend. Finally each school provided training through the supervision of assistant principals, visits to other schools, and teachers helping each other. It was mentioned that when the supervisor had less training than the teacher in DISTAR the assistance was necessarily limited.

Two-thirds of the administrators felt the program was very effective and were enthusiastic about the program, about a third were positive but not enthusiastic, with only one slightly positive. Evidence cited for their endorsement included improvement on standardized tests and the teachers' enthusiasm. Those who had some reservations cited the rigidity of the program and stated that it was not a panacea. By and large the administrators were feeling more comfortable with the program now in its third full year, with several stating that the teachers were more secure and at ease and were comfortable enough to make the necessary adjustments for their children. In one school an hour daily was allocated to DISTAR, supplemented with a basal reader for 35 to 40 minutes additional daily.

Problems encountered included the fact that the program required adequate personnel dependent upon sufficient funding. Adequate training prior to the commencement of the school year was also mentioned. Concern was voiced by three administrators that much of the 2½ hours of kindergarten time had to be allocated to the program. Two administrators also mentioned that the

District Early Childhood Coordinator was opposed to the program as running contrary to an Early Childhood philosophy.

Information from Teachers

Questionnaires were completed by all teachers in the sample whose children were tested as well as a few additional teachers to provide sufficient representation across schools. In all, 21 completed questionnaires were received with all but one being returned. The questionnaires that were completed represented responses from one to three teachers in each of the nine schools.

All teachers sampled were experienced with a range of from 3 to 10 years of teaching experience. Eight were teaching DISTAR for the first time this year, 4 for the second year, 7 for the third, and 2 for the fourth. Of those who had been in the program before, 7 felt it was better this year, 5 felt it was the same, and only one felt it was worse. Reasons given by tnose who considered it better were their greater experience and greater progress of the children. Those who considered it to be the same, felt the progress was as before. The one respondent who felt the program was worse this year indicated that she was working with a slower group of children this year than last year.

There was remarkably near consensus on the objective of the program among the teachers with 18 indicating that the primary intent was to teach reading through a phonics approach. Three indicated that the program provided for the initiation of reading in the kindergarten. Comprehension skills were also mentioned.

In the implementation of the program in the classrooms, 4 of the 21 teachers indicated that they spent less than 1 hour on the program, 8 spent

from 1 to 1½ hours and nine spent between 1½ and 2 hours. When asked if they spent any additional time in activities which supplement the program such as DISTAR related games, four indicated that they did not, eight spent less than ½ hour daily, seven spent from ½ to 1 hour daily, and two did not respond. It should be noted that of the four who indicated that they spent less than one hour on the program, three supplemented it in some way.

A survey of the personnel available during DISTAR periods indicated that in two classes there were no Educational Assistants, twelve teachers had one Educational Assistant, six had two, and one teacher had the assistance of the teacher trainer during that period.

Teachers were also asked to describe their role in the program. Some teachers responded with more than one answer on this question. Twelve stated that they saw their role as primarily guiding the group and providing motivation for learning for the children, seven responses dealt with presentation of materials and direct teaching, and four indicated that a part of their role included adapting the materials to the needs of their particular children.

In describing the role of the Educational Assistant, again there were multiple responses with no responses from the two teachers who did not have assistants. Nine responded that the role of the Educational Assistant was to primarily reinforce the teachers' lessons and provide review for the children. There was some overlap with the next category of responses where eight responded that the Educational Assistant worked with one group. In five classrooms the paraprofessional was responsible for the DISTAR Language Program while the teacher taught the DISTAR Reading.

Eighteen of the twenty-one teachers felt that there was sufficient time for discussion and planning with the paraprofessionals, three did not respond. Most of those who felt they had sufficient time indicated that they had

weekly preparation periods together, supplemented in some cases by meetings before and after school and meetings during study periods. One teacher indicated that since each had his own curriculum, the teacher with reading, the Educational Assistant with language, there was little need for planning time. One teacher indicated that they had daily 45 minute preparation periods funded under Title I.

When asked how they felt about the initial training for the program, one out of the twenty one indicated that it was highly satisfactory, eleven replied that it was adequate, while nine stated that it was unsatisfactory. Reasons cited for their rating of the training sessions were as follows: eight felt that it was not enough, four stated that actual participation contributed most to their understanding, three felt that observations of other classrooms would be helpful, and two indicated that they had not received any initial training.

Supervision for the program included supervision from the District DISTAR Coordinator, supervision from the assistant principal or supervisor of Early Childhood in each school, and on occasion a Distar consultant. In assessing this supervision, four of the twenty one teachers were highly satisfied, fifteen felt that it was adequate and two indicated that it was unsatisfactory. Comments included the following: 5 indicated that the District DISTAR Coordinator was available as needed, three indicated that the school supervisor was available at all times, one teacher felt that the school supervisor was not sufficiently knowledgeable in DISTAR, and one indicated that a DISTAR Consultant available to the schools would be helpful.

The teachers were asked what parental response to the program had been. Eighteen indicated that while most were not informed those who were had positive reactions from favorable to enthusiastic. Three teachers did

In general, the feelings of the teachers involved in the DISTAR program were positive, eleven of the twenty one completing questionnaires indicating that they were enthusiastic and the remaining ten indicating that they were positively disposed, but not enthusiastic. When asked if they felt the children have been helped, nineteen of the twenty one answered affirmatively, with no responses from two. High among reasons for their positive regard of the program included the positive attitude towards reading which it seemed to foster in the children as they became more self reliant which was mentioned by nine teachers. This was coupled with the observation that the children seemed to enjoy learning to read, cited by eight teachers.

Among the qualities of the program that the teachers liked the best ten mentioned the word attack skills developed through the program; five felt the systematic format was valuable; and two or three mentioned each of the following: the "take homes," explicit instructions, variety of skills, stories including a new one each day, and the results at the end of the year.

When asked if the program should be continued, eight of the twenty one felt that it should be continued as is, while the remaining thirteen felt that it should be continued with changes. The changes suggested by two or more included a more well-rounded program with sight words, silent reading and perceptual work for those who need it, eliminating the language program with an extension of the reading program to include written and oral skills, more supplementary DISTAR material, capital letters introduced earlier, changing the "Read the Item", from every third day to every fifth or possibly eliminating them.

Information from Educational Assistants

Of the twenty six Educational Assistants funded through the program, slightly less than half or twelve were asked to complete questionnaires.

A 100% return was received. The Educational Assistants selected were paired with teachers who had also completed questionnaires, thus the same situation was being viewed by individuals with different roles.

Of the 12 Educational Assistants polled, most have had considerable experience, the majority having been an Educational Assistant for four or five years. Only one individual had been an Educational Assistant for the first time during the 1972-73 school year. Seven of the 12 who completed questionnaires had had previous experience with DISTAR, including one individual with four years of experience as part of the original pilot. The seven with prior experience in the program were asked to comment on how this year compared with last year. Two felt that it was better this year, two felt it was the same, two felt it was worse and one mentioned it was different explaining that this year the DISTAR program had been coupled with the Open Corridor. The two who felt that it was better indicated that they were taking a more active role and the room facilities were better so that distractions could be avoided. The two who felt it was worse indicated in one case that last year there were three adults in the room whereas this year there were only two, the other indicated that last year the children were very bright.

Concerning the primary purposes of the program, five indicated that they felt its focus was to teach work attack skills, four indicated that the intent was to teach reading, two felt that it provided a head start for children by giving them a good foundation from the kindergarten and one did not respond.

Of the 12 Educational Assistants who responded to the questionnaire, five worked with one teacher, five worked with two teachers, and two were assigned to four teachers. One of the Educational Assistants in the latter category found that she was spreading her time too thin. Regarding time spent on the program, two spent less than one hour daily, seven from one hour

to 1½ hours, two from 1½ to 2 hours and one spent 2½ hours assisting two teachers.

In describing their role in the program, seven of the 12 Educational Assistants felt they were part of a team charged with reading the story with the children and reinforcing reading skills presented by the teacher, three were in charge of the language program, and two felt their primary responsibilities were to work with children with difficulties or who had been absent.

By and large the Educational Assistants corroborated the impressions of the teachers concerning sufficient planning time. All but two of the 12 felt they had sufficient time. Of the two who responded negatively, one was assigned to two teachers and found that she had only 20 minutes a week with one and 25 minutes a week with the other. The other Educational Assistant was assigned to only one teacher, but felt that there wasn't sufficient time to allow for discussion, planning, and teaching.

The Educational Assistants as a group spoke more positively about the training they received for the DISTAR program. Five of the 12 found them highly satisfactory, four adequate, two unsatisfactory, and one did not respond. The following comments were made by one respondent each: never attended, brush-up for experienced people would be helpful, too much covered in too short a time, demonstration with children would be helpful, always rushed with no time for feedback or comments, three day training was thorough, observation in the classroom with corrective instruction would be helpful, gained more by working with teachers and children than from training, great--but not sufficient.

Concerning supervision for the program during the school year, again the Educational Assistants responded in a manner similar to that of the teachers. Of the 12 questioned, one found the supervision highly satis-

When asked what the response of the parents has been to the program, nine of the 12 Educational Assistants replied that the parents were positively disposed, their reactions ranging from satisfied to enthusiastic. Some parents have been assisting their children at home with the "take homes" and have discussed the program with the teachers and Educational Assistants. Two indicated that they have not talked to parents and one did not respond.

Concerning their feelings about the program, six of the 12 reported they were enthusiastic, four were positive but not enthusiastic, and two were slightly positive. When asked if they felt that the children have been helped by the program, 10 responded yes, one said slightly, and one did not respond. Evidence cited for their feelings about the program and whether they thought the children have been helped were the general growth of the children cited by five, mastery of decoding skills mentioned by three, two mentioned the program provides the children with a good beginning, and two felt that too much emphasis was placed on the sounds with the children getting bored because of the repetition. Some Educational Assistants cited more than one reason for their assessment above.

When asked what they liked best about the program, the 12 Educational Assistants gave the following responses: four found it practical and effective, four liked the sense of gratification at the children's success, two cited the language program which provided drill in English, one mentioned the built-in motivation, and one liked the entire program.

Regarding the recycling of the program, four felt that it should be continued as is while eight felt it should be continued with changes. Suggested changes included the following: two felt smaller groups would be helpful, two asked for diversified time allotment with only one session a day, two wanted to make it more interesting through variety with less reliance on oral rewards.

Information from Former DISTAR Teachers

Since the DISTAR program had been in full operation in the District for the third year, it was found that there were some teachers who had once used DISTAR but were no longer doing so. In order to ascertain whether or not their perceptions of DISTAR would vary from that of teachers currently using DISTAR, a short questionnaire was constructed for their reactions. It was found that in only five of the nine DISTAR schools were there any teachers who had previously taught DISTAR. In four of the schools the program had been expanding each year so that additional teachers were needed. To get a cross-section of responses it was decided that where present up to two teachers would be asked to complete the questionnaire in each building. This resulted in a total sample of eight from the five schools.

Of the teachers who responded to the questionnaire, all had used the DISTAR program only one year. By grade, five were teaching on the kindergarten level, two on the first grade, and one on the second grade.

When asked why they were no longer using the program, seven of the eight indicated that they chose not to since they did not like the program or it did not suit their needs. Reasons given included that it was too structured, too time consuming for the kindergarten, and did not allow for thinking on the part of the children. The eighth teacher indicated she was no longer using the program because she has received a new class assignment on a grade where DISTAR was not used.

In responding to the question requiring them to evaluate the primary strength of the program, four felt that it was the phonetic approach to word attack; one mentioned the variety of materials; one stated that its strength was in teaching children to read, but qualified her response by indicating that

it was rote learning, one felt the language program was strong with its emphasis on sentence structure and correct word usage and one felt there were no strengths.

Concerning its primary shortcomings, five mentioned the dependence on rote responses which led to a boring and unchallenging presentation, two felt it was too structured and one mentioned that little emphasis was placed on comprehension. In addition, two kindergarten teachers mentioned that it was hard to integrate the program into an Early Childhood philosophy.

When asked if they would use the program again if given the opportunity, seven replied no, and the teacher who had mentioned that she was no longer using it due to a change in assignment replied yes, stating that she found the groups receptive to the quick movement of lessons and that she valued the sophistication of the language program.

Information from the District DISTAR Coordinator

The District DISTAR Coordinator was interviewed on two occasions, once at the beginning of the evaluation and again at the end of the school year. Among her responsibilities as listed in the proposal are:

> Initiate and implement the DISTAR Program in the involved schools and classes.
>
> Provide a continuing training program for teachers and paraprofessionals involved in DISTAR, within the individual schools and on a district-wide basis.
>
> Create, select and distribute materials of instruction to implement the program. Encourage teachers and paraprofessionals to create and share new materials.
>
> Plan for parent involvement through workshops in individual schools.
>
> Make reports, keep records and share information with district and school staffs.

Periodic visits to DISTAR classes to observe DISTAR lessons, demonstrate lessons and confer with teachers and Educational Assistants.

Conduct Grade Conferences in the individual schools.

The coordinator was very much aware of some of the difficulties regarding training reported by school personnel above. To ameliorate the situation plans were being made for training sessions to precede the 1973-74 school year.

Samples of DISTAR supplementary materials compiled by the coordinator were obtained. These included a collection of DISTAR related games to be adapted by the classroom teacher and a booklet containing spelling lists to correspond to the DISTAR reading program.

Materials were also prepared for parent workshops describing the program and including suggestions on how parents might help their children with the "take homes." These materials were available in both English and Spanish.

As reported by school personnel above, the coordinator regularly visited DISTAR schools. These visits have been described by the schools as being helpful. Visits have included observations, conferences, and when necessary, the facilitation of the acquisition of necessary materials.

Observations in the Classroom

As mentioned above, all DISTAR schools were visited twice by the evaluator with classroom observations made in each building. In all, 25 classrooms were visited: nine kindergartens, six first grades, and ten second grades. In some cases the same class was visited twice. Selection of classes to be visited usually depended on what classes were using DISTAR at the time of the visit. In two schools selection of classes to be visited was determined by the administrator.

Of the 25 classes visited the majority of them were judged to be effectively conducted. In these classrooms, the teachers were usually very familiar with the program and confident with the procedures. In addition, in many of these classrooms the teachers' enthusiasm and concern were communicated to the children, generally resulting in good rapport.

In eight of the classes observed serious questions can be raised about the quality of teaching. The most common shortcoming observed in six of these rooms was a lackluster presentation of the material in a flat mechanical fashion. Other questionable situations included a class where there were 17 children in one reading group and a first grade class where the teacher was obviously unfamiliar with the material, fumbling with the procedures.

Questionable practice observed on occasion included cuing the children by shaping the sound, failing to maintain interest of the entire group for the bulk of the lesson, and lacking care in pointing to letters and objects resulting in some confusion. Other dubious practices reflect the nature of the program itself, the prevalence of rote learning, heavy reliance on factual questioning, and insistence upon a correct response which may not be appropriate to the region (i.e. purse instead of pocketbook).

In summary it may be said that the effectiveness of the program rested heavily upon the quality of the teaching employed.

Results of Standardized Tests

In October, 1972 a sample of children in kindergarten, first and second grades were pre-tested. The Boehm Test of Basic Concepts was administered to kindergarten classes, the New York City Pre-Reading Assessment Test to

first graders, and the California Achievement Tests in Reading to second graders. All the tests can be administered in a group situation. It was determined that a reasonable sample would be approximately 100 children at each grade level. The sample was selected by class and children from eight of the nine schools in the program. Post-tests were administered in May, 1973. Some attrition occurred due to students who were absent or who had moved. As a result, 85 children were both pre and post-tested on the kindergarten level, 81 for first grade, 111 for the vocabulary section of the CAT on the second grade, and 67 for the comprehension section of the CAT on the second grade.

Before looking at the results of the analysis, it should be noted that the effect of the DISTAR program would be influenced strongly by two factors: whether the student was exposed to both the reading and language programs, and the amount of material covered. Based on reports from teachers whose children were tested, it was possible to construct the following table. In Table I the number of children exposed to both reading and language programs at each level is tabulated. In addition, teachers were asked to report how far they would expect each of their groups to be in the reading program by the end of the school year. It should be noted that in some second grade classes complete classes had not been tested but the information reported by the teachers are for complete classes. One can see that there is quite a range of accomplishment, the range increasing with each grade. Further, though the majority of the children in kindergarten and first grade were exposed to both the reading and language programs, only a small proportion of the second graders were exposed to both programs in the second grade.

In Table II is tabulated the results of the analysis for the kindergarten data. The F value for the difference between pre-test and post-test scores

TABLE 1

CHILDREN IN THE TESTED SAMPLE GROUPED BY GRADE AND READING LESSON

Grade	Program	Reading I			Reading II				Reading III				
									A	B	C	D	E
		1-50	51-100	101-159	160-200	201-250	251-300	301-340	0-43	44-73	74-110	111-140	141-175
Kdg.	Reading & Lang.	28	25	19									
	Reading Only		5	36									
1st	Reading & Lang.			13	14	25	10	15	5				
	Reading Only							33					
2nd	Reading & Lang.									8			
	Reading Only			10		10	4	39	41	44	15		

TABLE 2

ANALYSIS OF VARIANCE OF ACHIEVEMENT ON THE BOEHM TEST FOR A SAMPLE OF KINDERGARTEN CHILDREN

Source	Mean Square	Degrees of Freedom	F
Between Ss	122.00	84	
Within Ss (Pre-Test, Post-Test)	3247.35	1	164.61*
Residual (B X W)	19.73	84	
TOTAL		169	

*Significant beyond the .0001 level

10-1-72 Pre-Test $\bar{X}$ = 27.51

5-1-73 Pre-Test $\bar{X}$ = 36.25

was 164.61 (df=1,84) which was significant beyond the .0001 level. Results for the first grade were analyzed separately for each part, Part I: Language and Part II: Visual Discrimination. The F value for the difference between pre-test and post-test scores for Part I: Language was 49.73 (df=1,80) which is significant beyond the .0001 level. The F value for the difference between pre-test and post-test scores for Part II: Visual Discrimination was 49.68 (df=1,80) also significant beyond the .0001 level (see Tables III and IV).

The analysis of the second grade data included computation of predicted post-test scores in the following manner:

1. Obtain each pupil's pre-test grade equivalent.
2. Subtract one (since most standardized tests start at 1.0).
3. Divide the figure obtained in step 2 by the number of months the pupil has been in school to obtain a hypothetical (historical regression) rate of growth per month. (Ignore kindergarten months. one school year = 10 months.)
4. Multiply the number of months of Title I treatment by the historical rate of growth per month.
5. Add the figure obtained in step 4 to the pupil's pre-test grade equivalent (step 1).
6. Test the difference for significance between the group predicted post-test mean and the obtained post-test mean with a t-test.

This analysis makes it possible to use each child as his own control. Effectiveness of the program is based on whether the child is able to achieve significantly greater than his predicted normal growth.

Again for the second grade data separate analyses were computed for each part of the CAT Reading Test. The t-test yielded significant results for both: vocabulary ($t=6.98$, df=110, $p<.001$) and comprehension ($t=5.93$, df=66, $p<.001$). These data are tabuled in Tables V and VI. Further it should be

TABLE 3

ANALYSIS OF VARIANCE OF ACHIEVEMENT ON THE N.Y.C. PRE-READING ASSESSMENT TEST, PART I: LANGUAGE, FOR A SAMPLE OF FIRST GRADE CHILDREN

Source	Mean Square	Degrees of Freedom	F
Between Ss	15.11	80	
Within Ss (Pre-Test, Post-Test)	137.04	1	49.73*
Residual (B X W)	2.76	80	
TOTAL		161	

*Significant beyond the .0001 level

10-1-72 Pre-Test $\bar{X}$ = 28.31

5-1-73 Post-Test $\bar{X}$ = 30.15

TABLE 4

ANALYSIS OF VARIANCE OF ACHIEVEMENT ON THE N.Y.C. PRE-READING ASSESSMENT TEST, PART II: VISUAL DISCRIMINATION, FOR A SAMPLE OF FIRST GRADE CHILDREN

Source	Mean Square	Degrees of Freedom	F
Between Ss	17.48	80	
Within Ss (Pre-Test, Post-Test)	315.28	1	49.68*
Residual (B X W)	6.35	80	
TOTAL		161	

*Significant beyond the .0001 level

10-1-72 Pre-Test $\bar{X}$ = 23.37

5-1-73 Post-Test $\bar{X}$ = 26.16

TABLE 5

A COMPARISON OF THE VOCABULARY SECTION OF THE CAT IN READING FOR PREDICTED POST-TEST AND ACTUAL POST-TEST SCORES FOR THE SECOND GRADE SAMPLE

Scores	N	S.D.	Mean	t
Predicted Post-Test	111	1.25	2.17	
Actual Post-Test	111	.78	2.76	6.98*

*$p < .001$

TABLE 6

A COMPARISON OF THE COMPREHENSION SECTION OF THE CAT IN READING FOR PREDICTED POST-TEST AND ACTUAL POST-TEST SCORES FOR THE SECOND GRADE SAMPLE

Scores	N	S.D.	Mean	t
Predicted Post-Test	67	1.37	1.94	5.93
Actual Post-Test	67	.69	2.85	

$p < .001$

noted from these tables that on the average the students exceeded the predicted post-test for vocabulary by almost five months and exceeded the predicted post-test in comprehension by nine months.

All the analyses yielded significant results, indicating that the program has met its performance objectives.

Summary

It has become an educational truism that any curriculum or method is only as good as the teacher who uses it. This applies to DISTAR as well. Though the program is heavily prescriptive with detailed instructions provided for the teacher, the quality of the instruction was found to vary widely from children who were enjoying and learning from the program sparked by an imaginative teacher to children who were responding in a routine and nearly mechanical manner. Despite this range, the administrators, current DISTAR teachers and Educational Assistants who were polled were overwhelmingly positive about the program. The strengths they cited included the child's ability to decode, development of favorable classroom skills, and some measure of success by all children.

Concern about the training component was frequently voiced. Administrators favored training to be offered prior to the commencement of the school year and at a time which would minimize the need to find coverage for classrooms. Teachers and Educational Assistants were more concerned with the quality of the training asking for more of it with sufficient time for questions and answers, training including observations of DISTAR classrooms, and possibly on the job supervision by the DISTAR consultant.

Most of the personnel questioned favored continuation of the program with changes. These changes included supplementing the program to make it a more well-rounded one and to alleviate the rote response format possibly with the inclusion of more work on comprehension. In two cases observed

where Educational Assistants were working with four teachers each, it was questionable whether these personnel were being used most effectively.

The differences in reaction to the program between current and former DISTAR teachers was marked, indicating the need for some flexibility in assigning staff. As the observations made clear, teacher enthusiasm was a necessary prerequisite to effective implementation.

The positive reactions of the staff together with the significant gains on achievement obtained by a sampling of the children reflect the effectiveness of the program.

Recommendations

Standardized test results as well as favorable reports in interviews of program personnel indicate that the DISTAR program is being successfully implemented. It is, therefore, recommended that this program be refunded. Recommendations for the refinement of the program include the following:

1. It is recommended that the training component be revised in the following manner: (1)provision be made for training to take place prior to the commencement of the academic year. (The DISTAR Program Coordinator reports that such plans are being made for the coming school year.) (2) Training should include classroom observations for new teachers as well as periodic observations and consultation with each teacher in her own classroom.

2. It is recommended that all DISTAR Educational Assistants be assigned to not more than two teachers each.

3. It is recommended that additional supplementary materials be available to augment the program particularly in the comprehension area for students working on Reading I and II.

4. It is recommended that adequate alternatives be provided for students who do not seem to benefit from the DISTAR program as well as for teachers who may find their style of teaching incompatible with the DISTAR approach.

PRE-KINDERGARTEN PROGRAM

PROGRAM OBJECTIVES AND PHILOSOPHY

The major thrust of the program is to orient culturally deprived children to school. The specific objectives are:

1. To provide individualized instruction to Pre-K students in order to increase cognitive, social, and emotional skills.

EVALUATION DESIGN - PRE K PROGRAM

Evaluation Objectives

To assess if children enrolled in the Pre K program show significant growth in cognitive, social, and emotional skills.

Aspects of the Evaluation

Instruments. Waltham Scales (see Appendix) for social-emotional and cognitive development were administered pre and post.

Sample. Approximately 50% of the children enrolled in the Pre K program were randomly selected and tested at the beginning and close of the program.

Analysis. The collected data were analyzed by computing a Z test for correlated data. The program objectives will be considered supported if obtained differences are significant at the .05 level.

SCHOOLS AND PERSONNEL

There are eighteen pre-kindergarten classes distributed in six schools. The morning sessions meet from 8:40 to noon and the afternoon sessions meet from noon to 3.

The staffing has been apportioned according to the headstart model.

The district supervisor of early childhood education and the district parent program assistant work in conjunction to provide services for each school. There are nine teachers, who each teach one morning session and one afternoon session.

There are nine educational assistants, and nine family workers, one each per teacher; six family assistants, one for each school.

While the supervision of the Pre-Kindergarten classes in each school is directly under the Assistant Principal of early childhood education, the district supervisor and parent program assistant co-ordinate the program activities and provide on-going in-service training for all levels of staff. The teachers are responsible for instruction and the educational assistants aid them in classroom activities, particularly following through with the instruction for small groups of children. The class family worker also aids in the classroom and helps the educational assistant during the lunch program. The school family assistant accompanies the class family worker on home visits and escort services for children and parents. With the aid of the district supervisor, the district parent program assistant and family worker plan and conduct parent workshops which have several varying activities scheduled each week.

ORIENTATION AND IN-SERVICE TRAINING

There is a one-day orientation for all staff conducted by the district supervisor at the beginning of the school year. The orientation used to be conducted over a three-day period but since there has been little turnover in staff, the supervisor reduced this initial

orientation period. However, new teachers receive additional orientation.

In-service training sessions planned by the district supervisor and parent program assistant occur monthly. These rotate according to the group focus. For example, while the family assistants participate in an in-service training session, the teacher and family worker use the day for home visits.

SELECTION OF STUDENTS

The dates for registration were posted and sent from the school to the parents. In accordance with the Title I proposal, children selected for the Pre-Kindergarten Program should have been from the most educationally disadvantaged. Specifically, they were to be from "families of low economic levels" based on the following criteria:

1. Children receiving free lunch
2. Children from FADC families
3. Children from families receiving assistance
4. Children from families whose combined income is on or below the poverty level.

The attempt was to select the neediest from the applicants who met the criteria. However, in the schools not having sufficient "needy" applicants, those who applied were accepted. The maximum per class is 15, totaling approximately 270 children in the program.

PROVISIONS AND FACILITIES

All children are provided with snacks and a hot lunch. Snacks are made available for the parent workshops. Car fare is available to parent and child for clinic and agency visitations.

The classrooms in the schools were designed for Pre-Kindergarten with the exception of one school, all rooms have bathroom facilities. The rooms by and large are adapted for young children. They are spacious permitting room for various activities. The furnishings consist of open shelves and movable tables and chairs.

Miscellaneous equipment and supplies include: sleeping mats; storable climbing equipment; and classroom lending libraries. This year the supervisor recommended that each teacher have sand and water in each room but this has only been partially implemented.

PROGRAM STRUCTURE

The focus of the program is on developing cognitive skills, perceptual skills, and muscle coordination. The program emphasizes small group activities.

Parent activities are planned by the supervisor of early childhood, the district parent program assistant and family worker plan parent activities for each school. These consist of workshops, classes, and trips. Samples are as follows: weight-watcher and nutrition discussion, Spanish and English classes, Math classes, and workshop decorating.

RESULTS

The results section is presented in two sections: (1) Social Emotional, and (2) Cognitive. Tables 1 through 5 provide the data for the various Social-Emotional Subscales. Because of the consistency of the findings a summary of the interpretations is presented.

Examination of the data in Tables 1 through 5 clearly indicate that after exposure to the Pre-K program children show substantial

TABLE 1

BEHAVIORAL CHARACTERISTICS

	$\bar{X}$		t Value	Significance Level
Pre	10.55	5.34	5.19	.0001
Post	8.04	4.54		

TABLE 2

SOCIAL RELATIONSHIPS

	$\bar{X}$		t Value	Significance Level
Pre	4.80	2.84	4.25	.0001
Post	3.43	2.54		

TABLE 3

POOR ACCEPTANCE OF RESPONSIBILITY

	$\bar{X}$		t Value	Significance Level
Pre	1.81	.88	3.75	.0001
Post	1.34	.63		

TABLE 4

ATTENTION SPAN

	$\bar{X}$		t Value	Significance Level
Pre	8.72	5.48	6.81	.0001
Post	5.62	3.60		

TABLE 5

EMOTIONAL DEVELOPMENT

	$\bar{X}$		t Value	Significance Level
Pre	15.76	6.65	5.14	.0001
Post	11.76	4.66		

improvement in Social-Emotional functioning. In all areas assessed by the Socio-Emotional subscales the differences between pre and post scores were significant at .05 level.

Table 6 contains the data for Overall Social-Emotional functioning.

The data in Table 6 is consistent with the findings in Tables 1 through 5. Children enrolled in the Pre Kindergarten Program showed significant gains in Overall Social-Emotional functioning.

The second set of results reports data on changes in Cognitive functioning. The various subscales are presented together because of the consistency in findings.

TABLE 6

OVER SOCIAL-EMOTIONAL

	$\bar{X}$		t Value	Significance Level
Pre	1.62	.72	2.78	.007
Post	1.36	.54		

TABLE 7

AUDITORY DISCRIMINATION

	$\bar{X}$		t Value	Significance Level
Pre	1.93	.85	3.41	.001
Post				

TABLE 8

VISUAL DISCRIMINATION

	$\bar{X}$		t Value	Significance Level
Pre	1.83	.84	5.32	.0001
Post	1.26	.47		

TABLE 9

GROSS MOTOR COORDINATION

	$\bar{X}$		t Value	Significance Level
Pre	11.19	4.56	2.73	.008
Post	9.31	3.43		

TABLE 10

FINE MOTOR COORDINATION

	$\bar{X}$		t Value	Significance Level
Pre	12.50	5.03	3.32	.001
Post	10.86	3.35		

TABLE 11

SENSE OF RHYTHM

	$\bar{X}$		t Value	Significance Level
Pre	7.43	3.05	3.03	.003
Post	6.08	2.51		

TABLE 12

VISUAL MOTOR

	$\bar{X}$		t Value	Significance Level
Pre	3.46	2.86	3.11	.003
Post	2.63	2.51		

Examination of the data in Tables 7 through 12 again confirms the consistent growth in Perceptual Cognitive functioning. In all subscale areas the results indicate statistically significant gains between pre and post test scores.

Table 13 contains the over Perceptual Cognitive Scale data.

TABLE 13

OVERALL PERCEPTUAL COGNITIVE

	$\bar{X}$		t Value	Significance Level
Pre	1.96	.78	3.31	.001
Post	1.61	.62		

Review of the data in Table 13 provides support for the program objective of significant gains in Perceptual-Cognitive functioning after exposure to the Pre K program.

A most compelling issue facing the Pre K program is the emergence of a variety of programs targeted for the preschool child. The availability of day care centers which may offer services to the disadvantaged child offers an opportunity to set up a program which offers unique educational services for the disadvantaged child. It is suggested that guidelines be specified which clearly differentiate those services which are offerred by the Pre K program which cannot be duplicated in other programs within the community.

The remaining suggestions are minor modification of the existing Pre K program.

RECOMMENDATIONS

1. While there are no pupil-personnel assigned to this program, a social worker would be an asset since the family workers are not trained in this area.

2. Medical examinations should be given to these children early in the program in order to make maximum use of the family assistant who is available for follow-through with clinic appointments, particularly because family workers aren't available after Pre-K level.

3. While facilities seem adequate, the supervisor has suggested additional funds beyond the $400 per class be made available for purchasing more equipment.

4. There appears to be variability among settings in their use of the educational assistants and family workers. Some teachers appear unsure of the exact role for this supportive personnel. Increased interaction in training sessions may help alleviate this problem.

5. There is limited communication among the various settings with regard to innovative programs at the individual settings.

PARENT SCHOOL CENTER

PROGRAM DESCRIPTION

The Parent School Center program was based in one school - P.S. 38, an elementary school located at 450 Pacific Street, Brooklyn. The objectives of the program were (1) to enable parents to gain an increased understanding of the school curricula, the teachers' tasks, and the role of the parents in the school; and (2) to assist parents in understanding the educational and socialization problem of their children.

The target population was parents (mothers) of children in kindergarten and first grades. However, parents of children of all grade levels participated in certain activities, particularly in the reading and arithmetic workshops.

In order to achieve the objectives of the program, parents participated in planned activities five days each week, with morning sessions held from 9 to 12, and afternoon programs held from 1 to 3. These planned activities may be grouped under the following headings:

Regularly scheduled classes in sewing, knitting, arts and crafts, and typing

Classes in Spanish and English (a second language)

Bus trips to places of interest in New York City

Movies related to child-rearing practices, mental health, and social problems

Workshops participated in by classroom teachers (reading and arithmetic)

Workshops devoted to discussions of social and psychological problems in parent-child relationships

An art show and a fashion show

Social events - teas, luncheons, dinners

The professional personnel involved in the program consisted of a Parent Program Assistant, who supervised and directed the program, and two Family Assistants. One of the Family Assistants spoke and understood both English and Spanish. The Family Assistants were involved in all of the activities of the Center, and made home visits to encourage parents to avail themselves of the program.

The Center was based in a large classroom on the main floor of the school. It had formerly been conducted in a nearby non-school facility (from 1967-1968 through 1970-1971). It has been in P.S. 38 for the past two years.

The Parent Advisory Council of District 15 School Board was fully informed about the program and participated in its planning and implementation.

EVALUATION OBJECTIVE

The parents' increased awareness of their roles in helping their children in school was to be evaluated through the use of a questionnaire (see Appendix). For the program to be considered successful, eighty percent of the responding parents must rate the program as "helpful" or "very helpful" on a five-point rating scale.

FINDINGS

Members of the evaluation team visited the program seven times during the school year. They observed sewing, typing, and arts and crafts activities, a session devoted to the teaching of English to Spanish speaking

parents, a reading workshop, and an arithmetic workshop. The average attendance of parents was 22, with a range from 5 to 60. A total of 100 different parents participated in one or more sessions of the program; approximately 50 parents might be considered "regulars", in that they attended 20 or more sessions during the year. Class and activity sessions were conducted in an informal, friendly atmosphere, with full participation of the parents who were present. The availability of coffee and cookies helped the parents to socialize informally. Parents helped each other in the various activities; none seemed content to merely sit. The professional staff members moved from group to group, answering questions and giving assistance as requested. Many parents brought their small children with them, and the Family Assistants created small activities which kept the children busy.

The special workshop sessions were conducted more formally, with a leader--either a teacher from the school or an outside professional--presenting materials and ideas for discussion. The Family Assistant who understood and spoke Spanish translated from time to time, and relayed questions to the guest speakers. The parents turned out in largest number for the special workshops and they appeared to be very interested in discussions related to the academic programs of the schools. Teachers who were released from regular duties in order to meet with the parents demonstrated the materials of instruction which were used in the classroom. Parents handled workbooks and texts, and asked questions about their use. In one arithmetic workshop, the parents actually went through some of the learning experiences themselves, and they were given a first look,

to many, at the newer methods and techniques which are used to develop number concepts in young children. These special workshops devoted to academic problems were scheduled on a grade basis; for example, parents of second graders would be invited on one day, and of fourth graders another day. The schedule of special events would be listed on the Center bulletin board, so that parents would know in advance if the forthcoming workshop would be devoted to the problems of a particular grade group. Notices were sent home with children in advance of each workshop, and the Family Assistants visited a number of homes in order to let the parents know about the dates of these workshops.

Although regularly scheduled activities such as sewing and typing had good holding power, the largest attendance of parents occurred for the scheduled workshops. In the questionnaire responses, many parents requested that more of these workshop sessions be added to the program. They felt that the workshop discussions were more closely related to the school problems of their children, and to school-home problems and parent-child relationships. The program of the Center built up slowly as far as parent participation was concerned, with regularly scheduled activities such as sewing, Spanish and English classes, and typing. These activities brought the parents into the school, but special excitement in the program was furnished by the irregularly scheduled workshop sessions.

Forty-eight parents responded to the questionnaire, in which they were asked to list the activities in which they participated, to indicate if they influenced other parents to come to the Center, to rate

the program as to its effectiveness, and to comment about the program in general. The forty-eight respondents represented all mothers who participated in the program during the month of May, 1973 and had attended 10 or more sessions during the school year. On the average, these parents participated in 4 different activities, with a range of from 1 to 7. All but 17 of the parents said that they had influenced other parents to attend the Center.

The 48 mothers indicated the single activity which each enjoyed most, as shown in the following table:

TABLE 1

FREQUENCY OF PARENTS RESPONSES RE

ACTIVITIES MOST ENJOYED

N = 48

Activity	Number of Parents
Sewing	12
Arithmetic Workshops	8
English Class	7
Spanish Class	6
Child Development WS	6
Reading Class	5
Typing Class	4

It will be seen that sewing, arithmetic workshops, and English instruction (primarily for Spanish-speaking parents) were the choices of activities most enjoyed by over half of the responding parents.

In another part of the questionnaire, parents were asked to indicate whether or not they were helped to develop a better understanding of their children in relation to school and community. The results are presented in Table 2:

TABLE 2

NUMBER AND PERCENTAGE OF PARENT RESPONSES IN REGARD TO THE UNDERSTANDINGS THEY GAINED THROUGH PARTICIPATION IN THE PROGRAM

N = 48

		7 (15%)	29 (60%)	12 (25%)
Not helpful	Only slightly helpful	Moderately helpful	Very helpful	Extremely helpful

It will be seen that 85% of the mothers felt that the Parent School Center program had been "very helpful" or "extremely helpful" in enabling them to develop a better understanding of their children in relation to the school and the community. This finding supported the prediction given in the evaluation objectives stated earlier in this report.

Only 12 mothers responded at length to the "suggestions" or "comment" section of the questionnaire. Most of these comments were to the effect that there should be more workshops scheduled, sessions devoted to school-learning problems (reading and arithmetic), and to ways in which parents could help their children to grow and develop socially and in relationship to the school. The shorter comments of the other parents solidly

supported the program as it had functioned during the year, and begged that it be continued, since it had brought them closer to the teachers and to the administration of the school.

Members of the evaluation team spoke with teachers and with school administrators in order to get their reactions as to the impact of the Center on the school. Comments were uniformly favorable. It was felt that the Center was giving parents an understanding of the problems which staff members of the school encountered in their work with children, and provided parent input to the staff. School staff members spoke highly concerning the competencies of the Center personnel, of their rapport with parents, and of their warmth and friendliness in their relationships with parents and school staff members.

One special dividend emerged as a result of this year's program. Some parents asked if their children could be permitted to take school books home, so that they might be able to help their children during evening study periods. This request followed workships in reading and arithmetic, during which parents were able to get a glimpse of what happens in the learning situations at school. The teacher complied with these requests. The incident is cited as an example of a parent-oriented program having impact on childrens' learning.

SUMMARY

The Parent School Center program at P.S. 38 was established in order to help parents gain increased understanding of the school and its educational programs, and to help parents better to gain insight into the social and educational problems of their children. The program, conducted

during morning and afternoon sessions during the school year, consisted of regularly scheduled activities such as classes in arts and crafts, sewing, knitting, and typing, and special workshops in reading, arithmetic, and parent-child relationships. In addition, classes were held in English and Spanish for those parents who wished to learn a second language. The professional staff consisted of a Parent Program Assistant, and two Family Assistants. Approximately 100 parents participated in the program of the Center, with an average attendance of 22. Eighty-five percent of the parents who attended 10 or more sessions indicated that the program was either "very helpful" or "extremely helpful" to them in developing a better understanding of their children in relation to school and community. The program was highly regarded by teachers and school administrators, who felt that the program contributed considerably to establishing and maintaining parent-school relationships.

RECOMMENDATIONS

1. The Parent Child Center program has been judged to be successful, and it is recommended that it be re-cycled during the next school year.

2. There should be an increase in the budget for this program in order to provide more materials for the parents' activities, and to pay the expenses for bus trips and workshop leaders.

3. Programs modeled on the Parent Child Center might be extended to other schools in the district, especially to those schools where parents do not relate well to the school.

4. There should be more workshop sessions incorporated in the

program, particularly in areas of arithmetic and reading, and dealing with problems of social and emotional adjustment of children.

5. Effort should be made to recruit workshop leaders from the Bureau of Child Guidance and family agencies and clinics which serve the school community.

PROJECT READ

INTRODUCTION

The purpose of Project Read was to introduce reading materials developed by Behavioral Research Laboratories (BRL) into the curriculum of a selected sample of sixth, seventh, eighth and ninth graders who were several grade levels below average in reading. These materials, organized in a programmed learning format, were designed to provide basic reading skills to students who were dramatically below grade level.

The project involved about 800 students in the 1972-73 school year. It was one component of an umbrella program instituted in New York City School District 15 and was located in two schools in the district, one intermediate and one junior high school. The objective for Project Read was:

> Children enrolled in Project Read will show significant improvement in reading achievement after exposure to the program.

PROGRAM DESCRIPTION

The Materials

The primary instructional materials used in Project Read were designed by BRL in accordance with the principles of programmed instruction. The materials included a series of four booklets programmed to promote reading readiness and a second series of 21 programmed booklets sequenced and articulated to cover reading instruction for grades one through six. In addition, BRL provided students with self-administered sets of evaluation questions to provide regular feedback to the student about his or

her progress. The BRL materials were linguistically structured to emphasize the sound-symbol relationships in language, and were supplemented by other reading materials, such as the Scope reader series, by teachers at their own initiative.

The Sample

The Read Project has been established in District 15 for several years. In the school year 1972-73, approximately 800 students were selected for the program according to the following criteria: (1) Those students with the lowest reading scores in the school were selected; (2) students who were in the program the previous year and had not made sufficient progress to be moved into a higher level reading program were selected; (3) at one of the two schools, students were selected on the basis of the Metropolitan Achievement Test scores and teacher recommendations. All students in the project were from two schools, I.S. 293 and J.H.S. 136.

The project was conducted in 20 classes at I.S. 293 and in ten classes at J.H.S. 136. The distribution of classes involved in the project according to grade level is indicated in Table 1.

TABLE 1

DISTRIBUTION OF PROJECT READ CLASSES

	School		
Grade	I.S. 293	J.H.S. 136	N
6th	10 classes	-	102
7th	7 classes	3 classes	76
8th	3 classes	3 classes	
9th	-	4 classes	35
		N TOTAL	213

From these classes a sample of 213 was used to evaluate the effectiveness of the project. The grouped distribution of the students in the various grades was: sixth grade N = 102; seventh and eighth grade N = 76; ninth grade N = 35.

The Staff and the Setting

The staffing procedure unique to Project Read in the 1972-73 school year was the utilization of 20 educational assistants. These paraprofessionals played an essential role in the project, working with small groups and individuals within the classroom and assisting the teacher with the considerable bookkeeping and supervision that the BRL materials required. Teachers in the project were regular classroom teachers with a variety of classroom experience. The classroom organization in most rooms conformed to the standard pattern of rows of student desks facing the teacher's desk, although occasionally cluster seating was observed and in one case desks had been rearranged into an open rectangle.

The Instructional Procedure

Students in the two schools received ten periods of language skills instruction each week during the school year. Half of these periods were devoted to the BRL materials. Typically, the schedule of the Read Project school period was initiated by a "mini-lesson" which was followed by the students continuing with their individualized instruction in the BRL materials. The materials provided periodic quizzes every 24 pages in the booklets and a more comprehensive progress test every 48 pages. Both kinds of test were designed to provide the student

with immediate feedback as to his or her mastery of the material and were, in the context of programmed instruction, self-administered evaluations which were presumably less loaded with the anxiety producing cues that accompany more formal and public examinations of reading ability. Students proceeded through the material at their own rate, under the supervision and with the assistance of the teachers and the educational assistants.

EVALUATION OF THE PROJECT

The evaluation involved two sets of data. First there were standardized pretests and posttest which had been administered to all students in the program. These data were subjected to statistical analysis in order to determine whether measured reading achievement of the students increased as the students continued to have experience with the program. Second, there were classroom observations and interviews with teachers and educational assistants. These observations and interviews were important in determining the learning climate associated with the project as well as in obtaining measures of attitudes toward the project and valuable suggestions on how to improve it.

The Test Data

The 76 seventh and eighth graders were, in the fall of 1972, pretested on the reading and vocabulary parts of the California Achievement Test (CAT, Level 2, Form A). In the spring of 1973 these students were retested, using Form B of the same test. Due to scheduling, it was impossible to obtain a corresponding set of pretests for the sixth and ninth grade students. Initial reading level in these two latter groups was measured by Metropolitan Achievement Test (MAT) scores which had been

obtained for all students in the spring of 1972. The MAT was readministered in the spring of 1973 to the 102 sixth grade students and the 35 ninth grade students. Reading improvement for these two groups was measured by the score changes from spring '72 to spring '73. In Tables 2 and 3, mean scores for the four groups of students on pretests and posttests are given as well as values and statistical significance of the ratios used to determine if there was significant improvement in reading as a result of experience in the Read Program.

TABLE 2

GRADE EQUIVALENT MEANS ON THE METROPOLITAN ACHIEVEMENT TEST FOR GRADES 6 AND 9, AND ASSOCIATED T VALUES

GRADE	PRETEST MEAN	POSTTEST MEAN	t	df
6th	3.142	3.873	5.630**	101
9th	3.369	4.294	3.717**	34

The evaluation of the pretest-posttest mean score changes indicates that the sixth grade students in the Read Program did significantly improve their reading skills from spring 1972 to spring 1973. The same observation was true for the ninth grade students, whose mean improvement was again significant at the .001 level. The scores for the seventh and eighth grade students were pooled. Mean performance on the vocabulary

TABLE 3

GRADE EQUIVALENT MEANS ON THE CALIFORNIA ACHIEVEMENT TEST READING SECTIONS FOR GRADES 7 AND 8 COMPUTED JOINTLY, AND ASSOCIATED F RATIOS

Section	Pretest Mean	Posttest Mean	F	df
Vocabulary	3.380	3.472	2.847	75
Comprehension	4.204	4.059	8.910**	75

** Significant at the .001 level of statistical significance.

section of the CAT increased from fall 1972 to spring 1973, but this increase did not reach statistical significance. On the comprehension section of the test, a reversal occurred. There was a statistically signigicant decrease in comprehension from fall 1972 to spring 1973 for the pooled sample of seventh and eighth grade students.

As a supplementary analysis, the Board of Education historical regression analysis formula was applied to the pretest scores of all the students in the sample and a predicted posttest mean was thus obtained for each group. The difference between pretest means and predicted posttest means was tested statistically, and the findings were exactly the same as in the analysis with actual posttest score data. That is, sixth and ninth grade students showed statistically significant "improvement" from actual pretest to predicted posttest scores. Seventh and eighth grade students showed an "improvement" from actual pretest to predicted

posttest on the vocabulary section of the CAT which was not statistically significant. In this latter analysis, the seventh and eighth grade students were predicted by the BER historical regression formula to show a significant decrease on the comprehension section of the CAT.

The Teacher Interviews

Open-ended teacher interviews were conducted at both schools with about half of the teachers involved in the project. The questions that were asked varied from teacher to teacher, but in general, all teachers interviewed were asked to describe how they implemented the project in their own classrooms, what criticisms of the project they had, and what recommendations they could make to increase the effectiveness of the project.

There appeared to be two main ways in which the teachers incorporated the BRL materials into their classrooms. A small, clearly defined group of teachers seemed to use the BLR materials to the exclusion of all other materials in their reading program. In these cases, it appeared that the Behavioral Research Laboratories instructions were being rigidly adhered to. These instructions emphasized the sequential dependencies built into the materials, and the importance of articulated, step by step experiences of success with the materials.

The majority of the teachers, however, reported that they supplemented the materials with other materials ranging from a published reading readiness series to comic books. This supplementation was practically the rule at one of the schools, and occurred frequently at the other site also.

The criticisms of the BRL materials most frequently made by the teachers were, in generalized form, the following:

- Students become bored with the materials because of poor content and repetition of materials from previous years.
- Teachers noted that one programmed instruction technique, the cuing of correct responses through the use of visual cues, resulted in the students becoming dependent on the cues. When the cues were removed, students frequently could not recall words or sounds.
- Some teachers felt that there were insufficient BRL materials at the higher grade levels and that there was a particular lack of reading comprehension materials at all grade levels.
- Many teachers expressed concern that completion of the BRL materials for a given grade level did not in fact assure the students' competence at that level. This became evident when students re-initiated their studies the following year and could not demonstrate competence on the material they had worked through the previous year.
- The project was found to be difficult to operate in classes where there were 25-30 students because of the frustration experienced by students waiting for adults to check out their work.

- The project did not allow for oral work in reading. This fact makes the problem of poor performance following the removal of visual cues even more critical.

Elements of the project were also praised by many of the teachers. Among these reactions were the following:

- When a positive class attitude was established, work with the materials could be made into an exciting experience. This happened most frequently with new classes that had not been in the program before, for whom the BRL materials were completely new.
- The nature of the programmed materials allowed some teachers to establish small groupings of students who were at the same general level. The combination of the programmed instruction format and discussion within a small group of students seemed to be successful and promoted a positive response to the materials.
- Most of the teachers saw the materials as a valuable supplement to any reading program for students with reading difficulties, but not as the main set of materials upon which such a program should be based.

Classroom Observations

The Evaluation staff made periodic visits to various classes involved in Project Read. The following generalized observations were made:

- Most teachers added content to that published by BRL. Such instructional material most frequently focussed on grammar, phonetics and reading comprehension. Other, more ambitious teachers sought out any materials they could find that they felt would excite the imagination and interest of the adolescents they were teaching.
- The major instructional difficulty observed was the handling of the quizzes and review tests. Conceived of originally as feedback devices, the tests became self defeating when students finished them and then had to wait for an adult to check the answers the student had made. Such waits produced boredom and restlessness among the students and also meant that several adults were milling around the room among them as they attempted to work.
- The typical classroom environment reflected the limitations of the BRL materials mentioned in the interviews. Although students for the most part were orderly and at work, there was a general lack of enthusiasm. Verbal interaction was at a minimum with attention being focussed on workbook and reader booklet activities. One observer noted that the students seemed to be biding their time rather than enjoying what they were doing. In one classroom, while the teacher worked aloud

with a small group, three aides moved around the room. A child was spoken to by several adults during the course of the class, and some of these communications contained conflicting instructions. Between the wandering aides and the highly vocal group, there appeared to be too much on-going activity for good concentration.

DISCUSSION AND SUMMARY

The pretest-posttest mean score changes gave some support to the expectation that students involved in Project Read would show improvement in reading achievement after exposure to the project, but these results are far from clear cut. It is clear that the sixth grade sample and the ninth grade sample showed significant improvement on the MAT for the period from Spring 1972 to Spring 1973. For the pooled sample of seventh and eighth grade students however, there was no improvement observed on the vocabulary section of the CAT and there was a significant decline on the comprehension section.

The magnitude of means and mean differences is important to consider in evaluating these results. The means in Tables 1 and 2 indicate that the students selected for Project Read are indeed dramatically below reading level. The sample of 35 ninth grade students, for example, shows a mean reading score equivalent to average performance of a third grade student. The finding that after experience in Project Read, ninth grade students read like fourth grade students does not capture the imagination. However, these same ninth grade students used to read like third graders,

and their improvement of nearly one grade level during the year is in fact significant. The same is true for the sixth graders who improved on the average nearly three fourths of one grade level during the year.

The minimal improvement in vocabulary for the pooled seventh and eighth grade sample and the accompanying decline on reading comprehension is discouraging. It is true that the test-retest time period for this group was shorter by a Summer than that of the sixth and ninth grade samples and that this may have had some effect on the subsequent mean differences. It is hypothetically possible that the decline in reading comprehension scores is characteristic of adolescent learners who are in fact abandoning elaborate defenses they have constructed to mask their illiteracy and are actually beginning to work at reading. Frequently in such a process, there is a significant initial decline in performance while the learner abandons old strategies and struggles with mastery of the material on several levels at once. That there is no accompanying decline in vocabulary scores supports the hypothesis that the decline is not a general one, but specific to one area of reading mastery, perhaps the most sophisticated area.

RECOMMENDATIONS

The test scores, teacher interviews and classroom observations consistently indicate several areas in which Project Read might be improved. First, the BRL materials need revision and supplementation. Revision should be geared toward (a) increasing student interest; (b) devising a quiz-test procedure or an alternative procedure that does not create a situation in which students can do nothing until their work has

been "checked out" by a teacher or educational assistant; and (c) extending the materials well into the higher grade levels with appropriate content for adolescents. The BRL materials should be supplemented with materials which can excite the interest of adolescent readers. This supplementary material should be particularly aimed at increasing reading comprehension and should be able to be used effectively within or in conjunction with a programmed format.

The nature of the programmed materials does require bookkeeping chores, both on the part of the learner and the instruction supervisor. The introduction of educational assistants to absorb this function seems to be quite effective in Project Read. The educational assistants were, in the teachers' eyes, the single most important element in the project. The reduction of the pupil-adult ratio in the classroom seems to be an important change. The effectiveness of this change is dependent on the specific functions of the assistants, however, and the presence of several adults in one classroom seems to be effective only as long as the adults have clear roles which do not interfere with the students' attention to the learning materials.

SUMMARY

Project Read was conducted in two schools in District 15 during the school year 1972-73 and involved about 800 students selected on the basis of low reading achievement from sixth, seventh, eighth and ninth grade classes. The sixth and ninth grade samples, 102 sixth graders and 34 ninth graders used to evaluate the effectiveness of the project, showed significant improvement on the Metropolitan Achievement Test from Spring

1972 to Spring 1973. The sample of seventh and eighth graders, a pooled sample of 76 students, did not show such improvement. Recommendations for the recycling of the project included a revision and supplementation of the materials as well as the continued effective use of the educational assistants who are seen to be the key to the effectiveness of the project.

PROJECT IMPROVE

INTRODUCTION

Project Improve was one of several projects initiated or continued in the 1972-73 school year as part of an umbrella program funded through Title I in New York City School District 15. Project Improve was more specifically, a reading program established in two junior high schools, J.H.S. 51 and J.H.S. 142, in the winter of the 1972-73 school year. It was designed to promote reading ability in students who had reached junior high school without requisite reading skills. Students with the worst reading scores in the schools were selected for the project. They were given intensive class work as a class, in small groups, and individually, and were exposed in a language laboratory to materials developed by Educational Development Laboratories (EDL).

The equipment in the laboratory presented a variety of material and information both mechanically and electronically. The information, ranging from the tachistoscopic presentation of random digits to recorded messages that were presented by tape recorder and headphones, was programmed to produce basic, correct response sets for learning associations between symbols and sounds which would serve as the foundation for more complex reading behavior. As skills were developed, information at a higher level of complexity was given.

The objective of the project, as stated in the proposal, was "a multifaceted attempt to upgrade reading among students at the intermediate level."

PROGRAM DESCRIPTION

The Materials

Two reading laboratories designed by EDL were installed, one in J.H.S. 51 and one in J.H.S. 142. Each laboratory was equipped with the following material: two listening centers including tape recorders, cassettes, and headphones; several "controlled readers," devices which could present visual materials at a prescribed rate; several tachistoscopes, devices for presenting visual material with a shuttered projector for brief periods of time, usually fractions of seconds; table mounted projection screens; film strip projectors and strips; and a complete set of books and workbooks for reading experience in class.

The Sample

There were 80 students from J.H.S. 51 and 140 students from J.H.S. 142 who were selected to participate in the project. The distribution of students over grade levels is indicated in Table 1.

TABLE 1

DISTRIBUTION OF STUDENTS BY SCHOOL AND GRADE LEVEL

School	6th Grade	7th Grade	8th Grade
J.H.S. 51	2 classes N = 60	1 class N = 20	-
J.H.S. 142	3 classes N = 75	2 classes N = 50	part of 1 class N = 15

Several criteria were used to select these students. Sixth grade students were selected from the lowest scorers on the reading test (MAT) given all students as fifth graders. Seventh grade students were selected on the basis of membership in the lowest seventh grade classes in their respective schools, i.e., classes with the lowest average reading performance on the Metropolitan Achievement Test. Eighth grade students were selected individually on the basis of school records and teacher and counselor recommendations.

In order to evaluate the effectiveness of the combined impact of class experience and laboratory work, a sample of 64 sixth grade students, 21 eleventh grade students and 11 eighth grade students were selected, and scores on the Stanford Diagnostic Reading Test, Level I, were obtained in two testing sessions. The first session was given before the project was initiated, and the second was given as the project was completed for the school year.

The Staff and Setting

Two teachers, one in each school, assumed primary responsibility for the laboratories and were also the class teachers who conducted individual and group sessions with the reading materials. In addition to the teachers there were four educational assistants employed, two for each laboratory. These assistants were trained to operate the laboratory equipment, as were the teachers, at a three day training workshop given by EDL before the project began. Regular classroom space was converted for laboratory use. The laboratories had ample table space for students working in the various training areas.

The Instructional Procedure

Once students were selected for the project, they were given a series of tests in order to determine the level of complexity of materials appropriate for them. These instruments included the Stanford Diagnostic Reading Test, The Durrell Analyses of Reading Difficulties, The Razewell-Shall Diagnostic Reading Test of Word Analysis Skills, and the Durrell-Sullivan Reading Analyses and Achievement Test. They were also given eye tests to determine if their vision needed to be corrected.

The schedule for laboratory use varied between the two schools and between classes within one school, but all students had at least one full period a day, and frequently double periods, to use the equipment. In addition to the laboratory, students had reading practice in class. At J.H.S. 51 the sixth grade students were scheduled to see a speech therapist one period per week as part of the project and were also scheduled into the school library one day per week.

In the laboratory, students worked through the training procedures in a cyclical fashion. Symbol recognition, for example, might be practiced at a given rate on a tachistoscope. The student might then move on to practice with the controlled reader where he or she would be presented with more complex visual information. Following this, the student might move to yet another training area and receive training on auditory symbol recognition with a tape recorder and headphones. At completion of such a cycle, the equipment would be reset so that information would be presented for a briefer period, or more information would be presented in

the same time period, or more complex information would be presented. The accurate and extensive records kept by the educational assistants allowed students to see their progress, not only weekly or daily, but actually during the period as they worked through a cycle.

EVALUATION OF THE PROJECT

There were several delays before the project was finally implemented in January and February of 1973. While originally scheduled to begin in the Fall of 1972, the project was necessarily postponed until winter because of lack of equipment. There was no attempt, when the project finally began, to compress a year's work into the last few months of school. Rather, training occurred at rates which had been devised under the assumption that a full year would be available.

At the end of the school year, the students were retested on the Stanford Diagnostic Reading Test. During that time period, informal visits were made to the schools by the evaluation team who also took notes in conversations with the supervising teachers.

The Test Data

In Table 2 is presented an analysis of the pretest-posttest data for the samples of students taken for the three grade levels. The sixth grade sample, as may be observed from the Table, showed an increase in performance from Fall 1972 to Spring 1973. This increase is significant at the .01 level of statistical significance. There were no comparable, significant changes for the seventh or for the eighth grade students.

The selection procedures, as can be observed from the table, were quite successful in identifying students with poor reading performance.

Although the students were adolescents, their reading levels were located on the Stanford to be between second and third grade.

TABLE 2

GRADE EQUIVALENT MEANS ON THE STANFORD DIAGNOSTIC READING TEST, PRETEST AND POSTTEST, FOR GRADES 6, 7, and 8; AND ASSOCIATED T VALUES

Grade	N	Pretest Mean	Posttest Mean	t	df
6th	64	2.911	3.44	3.94**	63
7th	21	2.619	2.743	1.00	20
8th	11	2.855	2.945	1.00	10

**Significant at the .01 level.

The Interviews and Observations

The teachers provided perceptions concerning the success of the project. The most immediately observable change in student behavior was that, after some experience in the laboratory, student attendance began to increase. Normally, the teachers said, about 40% to 50% of the student body was absent at least once a week. This figure dropped off markedly for students in the project.

The teachers described student behavior as "settling down" as the project continued. Behaviors problems which were particularly frequent

among the poor readers in the school, diminished among students in the project. It was noted in the observations that there seemed to be a relaxed atmosphere in the classes. The educational assistants were treated as equals by the teachers. It was obvious that one of the reasons for decreases in the behavior problems was that the ratio of adults to students allowed the adults to be much more responsive to individual needs. A student who needed attention got it, and thus did not have to demand it by misbehaving.

There were mechanical problems with the equipment in the laboratory. At J.H.S. 142, there seemed to be a problem in obtaining repairs or replacements quickly from EDL. The sophistication of the equipment perhaps made it too fragile for school use, and it became apparent in talking to the teachers that they would appreciate more solidly built machinery.

SUMMARY

Two hundred twenty junior high school students, identified as the poorest readers in two junior high schools, were given intensive training in class and in a specially equipped reading laboratory designed by Educational Research Laboratories to promote basic

posttest scores collected on a sample of 96 students in the project indicated significant improvement among the sixth graders in the sample, but not among the seventh or eighth graders.

The project was not expected to manifest its full impact on students because its initiation was postponed until more than half of the school year had passed. As a result of the project, however, class attendance increased and behavior problems decreased. In the short period of time

that the project was operating, the evidence indicates that it was successful in promoting reading ability and in developing positive attitudes toward reading.

CAMEO

DESCRIPTION OF THE PROGRAM

CAMEO (Caribbean, African, Mediterranean, European, Oriental) provided a multi-ethnic, cultural heritage program for the students of twenty-five schools in District 15 and also for eligible non-public school children. CAMEO Center, housed in a large classroom in a District 15, Brooklyn Intermediate School, employed a full-time teacher-director, a part-time crafts teacher, and two educational assistants.

The program consisted of class visits to the CAMEO Center during which the director, who is well-versed in the contributions of the people of the Afro-Mediterranean areas and knowledgeable about the history of these areas, would integrate the learnings provided into the individual class work. The director also visited assemblies and classrooms within the district during which she presented lessons about various CAMEO countries and their peoples. Also, the director was available for in-service training of teachers during staff conferences in participating schools.

The crafts teacher, working two days each week from 3:00-5:00 p.m., instructed the children in arts and crafts indiginous to the CAMEO areas. The educational assistants aided in arranging the program of visits to the center, distribution of materials and supplies, and preparing materials. A log was kept of all class visits to the CAMEO Center plus all consultative visits to participating schools by the director and her staff.

The CAMEO center was provided with a filmstrip projector and a

phonograph. Audio-visual instruction, using these facilities, formed the main thrust of the program. The director and her staff also made wide use of mimeographed "hand-out" material specially selected for its relevance to the culture and history of the CAMEO countries.

There would usually be two class visits per day to the CAMEO Center, one in the morning and one in the afternoon. All early and later elementary grade levels were represented.

A typical class visit to the CAMEO Center would begin with a filmstrip presentation of a contemporary and/or historical nature on life in a CAMEO country. The students, seated in a circular arrangement, would then usually be handed mimeographed materials that reinforced the filmstrip's content and also expanded on the history, culture, and customs of the particular country and people under discussion. The teacher-director, in leading the discussion, would sometimes have the children read aloud to the group. Additional information, usually with the aid of a map of the country being studied, was also provided by the teacher. After the presentation and discussion, a question and answer period would follow, occasionally including a teacher-developed quiz on the materials covered. The mimeographed hand-outs were kept by the students to be integrated with their daily class lessons. Topics covered throughout the year included sessions on Italy, Puerto Rico, Afro-Caribbean units, Black heritage, Middle Eastern nations, and Oriental cultures.

PROGRAM OBJECTIVES

The objectives of the CAMEO program were:

1. To increase the amount of information concerning cultural heritage in program participants.

2. To achieve a more positive attidue toward cultural heritage in program participants.

ASPECTS OF EVALUATION

The evaluation objective of the CAMEO program was to assess if children in CAMEO had increased their knowledge of Puerto Rican history and culture. In the absence of a standardized test to measure this variable, a teacher-developed questionnaire, "The Puerto Rican History & Culture Test" was administered to all children who had received an instructional lesson on this subject (N=164 students, 3 schools). The results of that examination are found in Table 1 below:

TABLE 1

Test Score	# of Students
10 - 19%	3
20 - 29%	27
30 - 39%	45
40 - 49%	56
50 - 59%	24
60 - 69%	5
70 - 79%	2
TOTAL	164

DISCUSSION AND RECOMMENDATIONS

Despite the unimpressive test scores, it would appear that the children in the CAMEO program have responded positively to the program. Due to an overwhelming workload, the amount of visits to the center per class was obviously limited. While not outstanding, the results of the test do show an increased awareness of Puerto Rican heritage on the part of the students. Through classroom observation it was noted that the children enthusiastically looked forward to their visits to the CAMEO Center and these sessions were looked upon as a "treat."

The original number of sixteen participating schools was expanded to twenty-five, thus diluting each class' potential number of visits to the Center while placing an even more taxing schedule on the director.

Additional difficulties in the CAMEO Program were the vandalism and theft suffered at the original CAMEO Center site, a portable classroom in an elementary school. It was finally moved to the intermediate school. At the outset of the program, the director encountered difficulty in obtaining basic supplies, especially paper, in sufficient quantity. This was attributable to a variety of factors: early doubt about the location of the permanent site; lack of adjustment to the increased number of CAMEO participants; and an unnecessarily indirect route between the source of supply and CAMEO Center. As the program progressed, however, these problems were eased and the operation had been running smoothly.

It is recommended that additional staff members be added to the CAMEO Center, or ideally, more CAMEO Centers be established around District 15. Again, due to the increase of participating schools, the amount of

assembly visits were, of course, increased. This resulted in the CAMEO Center being understaffed and overworked for the duration of the program. With a lessening of the burden on the present CAMEO staff, a greater amount of class visitations and assemblies would follow, thus enriching an already worthwhile program.

BILINGUAL-BICULTURAL PROGRAM

PROGRAM DESCRIPTION

The Bilingual-Bicultural Program is structured to teach content areas to all children in their dominant language and to provide Language Arts instruction in both English and Spanish. English as a second language is taught to Spanish-dominant classes and Spanish as a second language is taught to English-dominant classes. This is an early elementary (grades K-2) program.

The program encompasses six District 15 schools. The evaluation has focused on the two major settings of the program. The bilingual program at these two schools are the only ones that are supervised by the District 15 Bilingual-Bicultural coordinator.

The compact, self-contained annex of a large District 15 elementary school serves as the bilingual "mini-school" and is the Bilingual-Bicultural resource center. The office of the coordinator and her staff, in addition to five bilingual classes, are at this site. There are three bilingual classes at the other school. At the mini-school, the program got started on September 25, 1972; the program at the other setting got underway on November 8, 1972.

At the mini-school, there is one second grade bilingual class, two first grade classes and two kindergarten classes. The second grade is English-dominant; there is one English-dominant first grade class and one Spanish-dominant; one kindergarten class is Spanish dominant and the other kindergarten class is a mixed group with the majority Spanish-

dominant.

At the second site, there are one Spanish-dominant first grade class and two kindergarten classes, one Spanish-dominant and the other English-dominant. The average class size at both schools is approximately twenty-five; two hundred children are included in the program.

In the Spanish-dominant classes, the children receive two hours daily of Language Arts instruction in Spanish and forty-five minutes of Language Arts instruction in English. In the English-dominant classes, the time ratio is exactly reversed. At the mini-school, the second language instruction is done by a special cluster teacher who is a language specialist. At the second site, there is no provision for a separate language teacher and the same teacher instructs in both languages. In addition to Language Arts instruction, the pupils also receive a less structured program in Puerto Rican culture.

Spanish is considered the dominant language for one hundred-twenty pupils although it is the mother tongue for one hundred-eighty. No pupil has a mother tongue other than Spanish or English.

STAFF

The Bilingual-Bicultural coordinator has the responsibility for the overall supervision and implementation of the program. One of these on-going responsibilities is the direction of a weekly, two-hour in-service training period for all teachers at both schools; at the beginning of the school year, there was an initial two-week teacher training period.

The auxiliary trainer is responsible for the in-service training of the thirteen (six program-funded) educational assistants attached to the

program. This takes the form of bi-weekly, two-hour training sessions.

The assistant in charge of curriculum development worked closely with the coordinator.* Notable elements of the curriculum are the inclusion of DISTAR and Project Read materials and units on Puerto Rican culture.

There is one family worker and one clerk-typist and also an Advisory Board consisting of the program staff, interested parents, and members of the community. The Advisory Board keeps abreast of developments in the program and offers suggestions.

PROGRAM OBJECTIVES

The major objectives of the Bilingual-Bicultural program are as follows:

1. To increase the child's academic functioning in the areas of reading readiness and reading vocabulary and comprehension;

2. To create a more positive attitude toward self, others, and school.

ASPECTS OF THE EVALUATION

Evaluation Objectives

1. To assess if children in the Bilingual-Bicultural program show significant gains in the areas of reading vocabulary and comprehension.

2. To assess if children in the Bilingual-Bicultural program show significant positive change in their attitudes toward self, others,

*Left February, 1973.

and school.

Evaluation Instruments

1. Those children -- kindergarten and grade one -- showing a primarily Spanish vocabulary ("Spanish-dominant") were assessed by means of the Prueba de Aprestamiento, Nivel Primario, which covers visual discrimination, interpretation of spoken sentences, word recognition, oral vocabulary, and auditory discrimination. There were no such children in second grade. Second grade children more proficient in English ("English-dominant") were assessed by the California Achievement Test in Reading Vocabulary and Reading Comprehension, Level I. English-dominant first grade and kindergarten children were assessed by the New York City Pre-Reading Assessment consisting of (1) Language (vocabulary, concepts, and listening ability), and (2) visual discrimination (ability to distinguish between letters and between words).

2. Attitude change was assessed by the School Attitudes and Self-Other Concepts Questionnaire (see Appendix).

Subject Selection

1. All children enrolled in the program at the two schools were used as subjects for the reading and pre-reading testing.

2. Children in five of the eight Bilingual-Bicultural classes at the two schools were used as subjects for the School Attitudes and Self-Other Concepts Questionnaire.

Statistical Analysis

1. A pre-post test analysis was used to see if the subjects showed significant gains in academic performance. A t test for correlated data

was used. Significance level was set at the .05 level.

2. The same analysis was used to measure significant attitude change.

RESULTS

Academic Achievement

Table 1 compares the pre and post test scores made by the 2nd grade English-dominant class on the CAT, Level 1 Reading and Vocabulary section.

TABLE 1

GRADE TWO CAT READING,

VOCABULARY, LEVEL

	$\bar{X}$		T value
Pre	1.78	.729	
Post	2.27	.947	-.39(n.s.)
Predicted Post	2.32	1.239	
Difference Between Means	-.048		

Table 1 shows that no significant change in vocabulary level was made by this class. Note that the post-test mean score was higher than the pre-test mean score, but that it fell short of the predicted, anticipated post-test mean.

The data in Table 2 contains the pre and post-test scores of the

same 2nd grade class on the CAT, Level 1 Reading Comprehension Section.

TABLE 2

GRADE 2 CAT READING COMPREHENSION

LEVEL 1

	$\bar{X}$		t Value
Pre	1.93	1.115	
Post	2.33	.726	-.73(n.s.)
Predicted Post	2.58	1.89	
Difference Between Means	-.25		

The results shown in Table 2 for Reading Comprehension are similar to the results for Reading Vocabulary. No significant change was shown.

The data in Table 3 shows the pre and post-test scores for the English-dominant first grade class in the New York City Pre-Reading Assessment, Part 1, Language. Table 3 shows that significant change occurred in the Language section of the NYCPRA in Grade one. These findings support the program objectives of improved reading capability.

The data in Table 4 contains the pre and post scores for the English-dominant first grade class in the NYCPRA, Part 2, Visual Discrimination. Table 4 shows a significant improvement on the post-test score, once again supporting the program objective of improved reading capability.

TABLE 3

GRADE ONE, NEW YORK CITY PRE-READING ASSESSMENT, PART 1, LANGUAGE

	$\bar{X}$	T Value
Pre	23.20	
Post	26.87	18.906

TABLE 4

GRADE ONE, NEW YORK CITY PRE-READING ASSESSMENT, PART 2, VISUAL DISCRIMINATION

	$\bar{X}$	T Value
Pre	22.27	7.067
Post	25.40	

The data in Table 5 contains pre and post-test scores for English dominant kindergarten children on the New York City Pre-Reading Assessment Language section (the main section of this test and the only one administered to the kindergarten).

TABLE 5

KINDERGARTEN, NEW YORK CITY PRE-READING ASSESSMENT, PART 1, LANGUAGE

	$\bar{X}$		t Value
Pre	18.93	7.39	
Post	26.33	5.69	22.390

Table 5 shows that quite significant change took place in the kindergarten test scores, again supporting the first program objective.

The data in Table 6 contains pre and post-test scores of the Spanish-dominant first grade (2 classes) for the Prueba de Aprestamiento Para la Lectura, Nivel Primario. Table 6 shows significant improvement in test scores in the Spanish-dominant first grade.

The data in Table 7 contains the pre and post-test scores of the three Spanish-dominant kindergarten classes for the Prueba de Aprestamiento Para la Lectura, Nivel Primario. Once again, the scores reflect significant change, supporting the Bilingual-Bicultural programs first objective.

TABLE 6

GRADE ONE

PRUEBA DE APRESTAMIENTO

	$\bar{X}$		t Value
Pre	23.47	4.75	
Post	27.03	3.65	5.53
Difference Between Means	3.56		

TABLE 7

KINDERGARTEN

PRUEBA DE APRESTAMIENTO

	$\bar{X}$		t Value
Pre	19.50	6.44	
Post	23.88	6.28	3.66
Difference Between Means	4.38		

Summary of Achievement Testing Results

Significant results were shown throughout the kindergarten and first grade, both English and Spanish-dominant. Only the second grade class (English-dominant), which had not, with few exceptions, been previously exposed to this kind of bilingual program, showed no significant change. One can only assume, that in general, the Bilingual-Bicultural program is an academically constructive one, and that current kindergarteners, after being exposed to such a program for two-plus years, might be in a better position to show achievement than the current second grade is.

School Attitudes and Self-Other Concepts

The data in Table 8 contains the first grade pre and post scores for the "School Attitudes" section of the School Attitudes and Self-Other Concepts in "Faces" Questionnaire.

TABLE 8

FIRST GRADE

SCHOOL ATTITUDES

	$\bar{X}$		t Value
Pre	9.96	1.82	
Post	10.04	2.40	.16

Table 8 shows no significant change.

Table 9 shows first grade pre and post scores for the "Self-Other"

Concept Section of the Questionnaire.

TABLE 9

FIRST GRADE

SELF-OTHER ATTITUDE

	$\bar{X}$		t Value
Pre	8.96	2.27	1.76
Post	9.91	2.02	

The data in Table 9 begins to approach the level of significance.

Table 10 shows first grade pre and post scores for the Self-Concept section of the Questionnaire.

TABLE 10

FIRST GRADE

SELF ATTITUDE

	$\bar{X}$		t Value
Pre	7.00	1.93	.572
Post	7.26	1.51	

Table 10 reports no significant change in self-concept.

Table 11 shows pre and post scores for the School Attitude section of the Questionnaire when taken by the kindergarten.

TABLE 11

KINDERGARTEN

SCHOOL ATTITUDE

	$\bar{X}$		t Value
Pre	8.50	1.30	2.00
Post	9.13	1.79	

The above data approaches significance. Some positive change is thus reflected in the kindergarteners' attitude toward school.

Table 12 contains the data on kindergarten Self-Other Concept.

TABLE 12

KINDERGARTEN

SELF-OTHER

	$\bar{X}$		t Value
Pre	8.37	1.40	-.167
Post	8.20	1.67	

The above table reflects no significant change in this measurement.

Table 13 contains the pre-post data from the Self-Concept section of the Questionnaire.

TABLE 13

KINDERGARTEN

SELF-CONCEPT

	$\bar{X}$		t Value
Pre	7.00	.98	.564
Post	7.13	1.01	

The above table shows no significant change in the self-concept measurement for kindergarten.

Summary of Attitude Measurement Results

The main positive result in the area of attitude measurement was in the kindergarten attitude toward school data, and even here the data just approached the level of significance. The first grade Self-Other Attitude measurement was a somewhat less significant score, and no other results were significant. Attitude measurement in such young subjects is a very difficult procedure. That the results are largely disappointing may partly be a function of the necessarily imprecise means used for assessment.

DISCUSSION

The Bilingual-Bicultural program can be seen as having two major aspects:

1. Minimizing the language barrier for the one hundred-twenty Spanish-dominant children by teaching them in their native tongue while simultaneously developing for them basic English skills.

2. Teaching the normal curriculum in English to those children considered English-dominant, while at the same time maximizing the advantages of the Spanish language background common to most of them.

For the Spanish-dominant children, English is a second language, and to teach it that way is the most realistic and fruitful method. For the other group, "English-dominance" does not imply native-like ease with the language. Spanish is the mother tongue for three-quarters of those students. The Bil-Bic program provides a particularly attractive setting for helping them develop and maintain their skills in both languages. Their knowledge of Spanish, combined with the teacher's often acts as a springboard for furthering their knowledge of English, especially in vocabulary work. Such advantages, while not reflected by objective testing, were apparent -- from classroom observation.

Another aspect of the program untouched by objective testing to date is the actual academic level achieved in the second language. At this early elementary level, much testing seems unfeasible. Functional bilingualism is a long range goal, not one that can be achieved, by the preponderant majority (Spanish-dominant) of the program's population at such an early point in their formal education. Both program and evaluation emphasis were thus placed on results from instruction in the dominant

language.

The "Bicultural" element of the program is strongly felt in the mini-school, which is very close-knit and pervaded with an overall Hispanic flavor. Posters and books of Spanish and Puerto Rican content are prominently displayed, and there is close contact among the administrators, teachers, and children, a contact that emphasizes a warm in-group feeling. Such contact is not physically possible at the other site.

Structured guidelines for expressly cultural material in the curriculum, however, are lacking. The good, Hispanic "feeling" present in the mini-school is not enough to warrant the "Bicultural" label without more systematic classroom work in the area.

One major shortcoming of current bilingual instruction is the lack of adequate Spanish reading -- especially phonics material. The assistant in charge of curriculum development, who left in February to start a bilingual program at another school, worked effectively within the broad limitations imposed by the lack of basic materials specifically designed for the Spanish-speaking child. DISTAR and Project Read materials fill the gaps but only temporarily.

Another shortcoming was the lack of a special language teacher at the second site. The specialist at the mini-school was felt to be a very valuable asset to the program.

There is also a lack of audio-visual materials. At a stage in the child's development where oral work is so important, great use could, for example, be made of tape recorders, which are not presently available.

One important out-of-the-classroom orientation of the Bilingual-Bicul-

tural program is the in-service training of both teachers and paraprofessionals. One of the program's goals is to develop a bilingual staff with teaching skills and language competency in both English and Spanish. The weekly teacher-training sessions led by the coordinator have been particularly fruitful for the younger teachers. Experienced bilingual teachers are rare, and the Bilingual-Bicultural program is helping itself by giving young teachers and paraprofessionals with the inherent bilingual facility important experience and training.

The Bilingual-Bicultural program also endeavors to develop community-school programs. The results here have been only fair. The Parent Advisory Board has increased its activity but is still not a strong voice. Community involvement is sporadic.

One encouraging activity is the weekly workshops held by the Family Worker at which parents do handicrafts, listen to guest speakers, and organize trips.

A final thrust of the Bilingual-Bicultural program is to develop a prototype at the mini-school that might be used as a pattern of organization for a bilingual school within a school in other parts of the city. This important goal seems to be headed toward success. Teacher and student morale at the mini-school are high. There is a great deal of cooperation and interaction among the Bilingual staff, teachers, and educational assistants. All of this flows down in a positive was to the children.

The Bilingual-Bicultural program is addressing itself to a pressing social need. On the basis of all present data, the program seems, for the most part,

to be proceeding in a positive direction. The evaluators make the following recommendations:

1. To continue the present program with special emphasis placed on developing and refining the concept of the bilingual mini-school.

2. To develop more bilingual curriculum materials for teaching language and reading.

3. To develop more structured guidelines for the inclusion of Hispanic cultural material in the curriculum.

4. To provide for a special language teacher where one is not presently available.

5. To provide for audio-visual materials in the classrooms.

6. To develop activities that foster more community involvement.

HIGH IMPACT COMMUNITY SCHOOL PROGRAM

PROGRAM DESCRIPTION

The High Impact Community School Program operates in one school in District 15, Brooklyn, CPS 27. It is a total school program serving approximately 1,100 children from pre-kindergarten through fifth grade. There are 4 pre-kindergarten classes, 8 kindergarten, 8 first grade, 8 second grade, 7 third grade, 7 fourth grade, and 5 fifth grade classes.

The program provides additional teachers to reduce the pupil-teacher ratio and educational assistants to provide individual and small group assistance in the classroom. According to the proposal, the pupil-teacher ratio will not exceed 15 to 1 for pre-kindergarten, 20 to 1 for kindergarten, and 22 to 1 for grades 1 through 5. Additional specialized personnel provide enriched and intensive educational services. These personnel include acting assistant principals, specialists in curriculum areas, health, auxiliary training, community relations, bilingual, guidance, and a clinical team of school psychologist and social worker.

Teachers are given orientation toward individual instruction. Special junior guidance classes are provided for children with social and emotional problems and attention is given to special placement, acceleration, retention or CRMD referral as individual needs indicate.

Equipment and supplies provided for the program include school library resources, textbooks, audio-visual supplies and materials,

general instructional supplies and materials, and clerical supplies.

PROGRAM OBJECTIVES

As stated in the evaluation design, objectives of the High Impact Program (originally listed as MES in August, 1972, evaluation design) were:

1. To improve the cognitive and social-emotional functioning of the pre-kindergarten children enrolled in the program.

2. To increase the reading readiness of the kindergarten children enrolled in the program.

3. To increase the reading and math achievement of the 1st through 5th graders enrolled in the program.

4. To create a more positive attitude toward school in the parents of children enrolled in the program.

5. To create a more positive self-concept in the children enrolled in the program.

6. To improve the English fluency of children whose primary language is Spanish.

PROGRAM ACTIVITIES

Operationally, the major thrust of this program was to reduce pupil-teacher ratios, to increase the number of adults available to work with children, especially in the lower grades, and to stress individualized instruction with particular focus on reading and math and particular emphasis on the most educationally deprived.

After several early visits to the school it was apparent that the major features of this program were being implemented and that the pro-

gram, as described in the project proposal, was essentially in operation. Some specific details of the proposal were not implemented, or were modified, or were interpreted with some latitude. Some of these changes were, apparently, the result of experience, such as the abandonment, this year, of the corrective reading position and the focus on a small group intensive in-class reading approach. Other changes represented adaptations to the loss of a number of positions or attempts to utilize personnel in areas of strength. These changes seemed to be minor in import, to fall within the purview of appropriate administrative discretion, and to be consistent with the main thrust of the program.

The proposal also stated that approximately half the children--those youngsters deemed most educationally deprived and scoring in the lowest two quartiles on a number of specified criteria--would receive the special concentrated services of this program. On the basis of this statement, and because the timing of the evaluation design mitigated against prior consultation with the building principal (see Recommendations), the proposed evaluation design itemized several quantitative comparisons between "program" and "non program" students.

However there are many compelling reasons for organizing classes heterogeneously in this school, and this is also cited in the proposal. Within this heterogeneous framework many procedures are used to focus services on the most needy children. Class size is smallest in the lower grades and educational assistants are assigned to the lower grades as part of a concentrated attack on early reading skill development. At all grade levels cluster teams focus on regrouping procedures, small group

and individual instruction within class. These procedures, if carried out effectively, should indeed succeed in providing concentrated services for youngsters in greatest need and, accordingly, are within the spirit of the proposal. They also represent a more educationally and politically sound approach than the administrative division of the school into two supposedly homogeneous groups. However, since these procedures also imply a shifting focus upon different children as need becomes evident or as children progress at different rates, it prevents implementations of the proposed "program/non-program" evaluation design.

Another program objective, the improvement of English fluency of Spanish-speaking children, was not relevant to the population of C.P.S. 27. Most Puerto Rican children at 27 have been born in this country and almost all are bilingual. The school, therefore, saw little need for a major program to improve English fluency of the children, although it does offer language lessons and related programs for parents.

The school has been organized by grade level, into four sub-units with an assistant principal or acting assistant principal responsible for grades Pre K and K, 1, 2 and 3, and 4 and 5. Administrative responsibility is delegated horizontally, with each assistant principal responsible for one sub-unit and also for administrative supervision of several specified personnel (OTP's). Grade level conferences are conducted bi-weekly and, while each assistant principal differs somewhat in style and educational orientation, it is here that the major focus on the program's goals is introduced, to be followed up by individual supervision and consultation.

In-service training of educational assistants was slow getting started, but once under way seemed well organized and carefully conceptualized. Group training sessions were scheduled bi-weekly with attention being paid to individual needs through observation, consultation, and demonstration. During the year some sessions were devoted to team training of teachers and educational assistants.

Parent education and attempts to involve the community in the school took place at all levels, including a number of school-wide special programs in which parent involvement was reported as being substantially greater than ever before. However, the major day-to-day emphasis on parent activity seemed to take place at the pre-kindergarten and kindergarten level where an on-going program, including a bilingual weekly newsletter for parents, was established.

EVALUATION

Three types of evaluation activities were conducted. Standardized tests were administered to samples at appropriate grade levels to assess certain objectives, non-standardized instruments were used to collect other data appropriate to the stated objectives, and semi-structured interviews and casual but frequent observation produced useful process data.

Standardized Tests

1. The Waltham Scales of Cognitive and Social-Emotional Behavior were administered pre and post to two of the four pre-K classes, in order to assess Objective 1. (See Appendix).

2. The N.Y.C. Pre Reading Assessment was administered pre and post

to four of the eight kindergarten classes and to three of the eight first grades to assess Objective 2 and as partial assessment of Objective 3.

3. The California Achievement Tests--Vocabulary, Reading Comprehension and Math Concepts and Problems tests, Level 1--were administered pre and post to three of the eight second grades, and Level 2 was administered to two of the seven fourth grades and to two of the five fifth grades, in further assessment of Objective 3. (No tests were administered in grade three because of the use of New York State Tests at this grade level.)

Non-standardized Instruments

1. A bilingual Parent Opinion Form was mailed to a random selection of two hundred parents who met the criterion of having had this or a previous child at C.P.S. 27 for more than three years. The questionnaire distributed in June, solicited the parents appraisal of the current program and also asked about changes in the school since the inception of this program three years ago, in order to assess Objective 4. (See Appendix).

2. A School Attitudes and Self-Other Concepts test was constructed in an attempt to assess Objective 5. However, the test was administered once, in May, and it was not possible to locate a comparable control group, so these data are available for descriptive purposes only. (See Appendix).

3. A Faculty Questionnaire, distributed in June, requested assessment of various aspects of the program, in order to provide additional data about various program components. The questionnaire also included four items selected from the Teacher Attitude Survey, an instrument de-

veloped by the Institute for Educational Development last year in order to assess teacher attitudes toward teaching disadvantaged children. This questionnaire attempted to assess the additional evaluation objective regarding positive teacher attitudes previously cited. (See Appendix).

4. A classroom observation form was utilized to obtain two kinds of information pertaining to classroom activities. The teacher's classroom behavior was recorded on a Behavior Frequency Record and classroom climate was classified on a Social-Emotional Climate Index.[1] (See Appendix). Observations were made in the same classes sampled for testing and consisted of five minute observation periods for each checklist in each classroom, with behaviors recorded at approximately five second intervals.

Semi-Structured Interviews and Observation

1. Following a loosely structured interview guide to insure covering similar points, the project consultant conducted individual interviews with each of the four assistant principals, each guidance counselor, social worker and psychologist, and several teachers. Additionally, informal discussions were held with the principal and with several parent leaders.

2. Given free run of the school, the consultant was also able to observe freely in the schoolyard, the lunchroom, the halls, and briefly

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[1] Both instruments originally developed by L. Balter, I.L. Smith and G.M. Trachtman for "An Evaluation of a Program for the Utilization of Educational Assistants in Selected classes in Grade 3 in Special Service Schools," Center for Field Research and School Service, New York University, School of Education, August, 1969.

and without prior warning, in several classrooms.

FINDINGS

Test Data

A sample of pre kindergarten children were pre and post tested on the Waltham Scales of Cognitive and Social-Emotional Development. On this scale lower scores represent more desirable or mature behavior. Eleven variables were tapped by this scale (see Table 1) and all indicated change in the desired direction. Significant changes were noted in eight areas, of which six were in the motor or perceptual realm and two, Attention and Social Relationships, more in the social-emotional category. Of the latter two, Social Relationships was based on a low n raising some question as to the meaningfulness of the significant difference. Non-significant differences were found in Emotional Development and Behavioral Characteristics. In general, growth seems to have been more pronounced in perceptual and motor discrimination and coordination areas of functioning more immediately and directly related to cognitive and academic development, than in social, emotional, and behavioral characteristics.

Kindergarten and first grade children were tested on the N.Y.C. Pre Reading Assessment. Kindergarten results are shown in Table 2. First grade results are shown in Table 3. Both groups demonstrated significant growth on both parts of the test. While the actual amount of growth indicated seems considerably greater on both parts of the test for kindergarten children than for first graders, this may be a function of the

TABLE 1

MEAN SCORES OF PREKINDERGARTEN PUPILS ON THE WALTHAM SCALES OF COGNITIVE AND SOCIAL-EMOTIONAL DEVELOPMENT

	N	Pretest Mean	Posttest Mean	F	df	p
Poor Acceptance of Responsibility	3	2.3333	2.0000	.250	1/2	.6641 (insufficient N)
Auditory Discrimination	28	2.4286	1.3571	73.193	1/27	.0001
Visual Discrimination	27	2.5556	1.1852	158.902	1/26	.0001
Behavioral Characteristics	22	7.0000	5.3636	3.464	1/21	.0736
Social Relationships	10	5.2000	3.2000	13.846	1/9	.0050 (insufficient N)
Attention	19	7.8421	5.1053	7.963	1/18	.0109
Emotional Development	24	6.7083	5.7500	.870	1/23	.6366
Gross Motor Coordination	29	12.3793	9.3793	31.231	1/28	.0001
Fine Motor Coordination	28	18.8571	12.4286	93.863	1/27	.0001
Sense of Rhythm	26	9.9231	6.2696	77.561	1/25	.0001
Visual Motor Coordination	27	7.4444	4.4074	51.815	1/26	.0001

TABLE 2

MEANS AND STANDARD DEVIATIONS, N.Y.C. PREREADING ASSESSMENT

KINDERGARTEN (N=52)

	Pretest Mean and S.D.	Posttest Mean and S.D.	F	df	p
Part I	19.3654 7.6486	25.5962 4.8724	76.083	1/51	.0001
Part II	12.4038 6.8620	19.8654 5.6739	92.112	1/51	.0001

TABLE 3

MEANS AND STANDARD DEVIATIONS, N.Y.C. PREREADING ASSESSMENT

GRADE 1 (N=42)

	Pretest Mean and S.D.	Posttest Mean and S.D.	F	df	p
Part I	26.7857 5.5615	29.2381 3.0458	21.558	1/41	.0001
Part II	23.9286 5.7710	26.3333 2.1119	9.781	1/41	.003

test's limited range and difficulty level, wherein a substantial number of items were answered correctly by all first graders at post testing. Thus, the test may have artificially imposed a ceiling on the reading level demonstrable by some first graders.

However, qualitatively it may be noted that the considerable growth indicated by the kindergarten children brought them at post testing to a level well within the average level of reading readiness for first graders. The first grade sample was already at the high end of the average range for first graders during pre testing, and post test results place the first grade within the above average range, between the 78th and 96th percentile for first graders.

Second grade children were tested on the California Achievement Test, Level 1, Form A for pre test, Form B for post test. Results are shown in Table 4. California test results are presented in grade level equivalents. Following a formula suggested by the State Education Department, predicted post test scores were also computed for each child as a function of previous achievement over time. Although this formula is based on several assumptions which might be debated (such as the linearity and equal intervals of grade equivalents) it does provide a useful frame of reference in examining achievement in the context of expectation. Thus, Tables 4, 5, and 6 indicate comparisons between actual post test scores achieved in the High Impact Program and predicted posttest scores based on children's past performance. Second grade children demonstrated substantial academic growth in all measured areas. Vocabulary showed a mean gain of more than nine months, over four months beyond expectation. Reading comprehension

TABLE 4

MEAN GRADE EQUIVALENTS AND STANDARD DEVIATIONS, CALIFORNIA ACHIEVEMENT TEST, LEVEL I

GRADE 2 (N=48)

	Form A Pretest Mean and S.D.	Form B Posttest Mean and S.D.	Predicted Posttest Mean and S.D.	Mean Gain Beyond Prediction	T	df	p
Vocabulary	1.712 .958	2.637 1.085	2.211 1.629	.426 1.109	2.66	47	.011
Reading Comprehension	1.683 .801	2.658 1.149	2.162 1.362	.497 1.104	3.12	47	.003
Math	1.521 .672	3.244 1.181	1.885 1.143	1.358 .957	9.83	47	.001

showed a mean gain of one year, which was five months beyond expectation. Math scores indicated a mean gain of one year, seven months, more than a year and three months beyond expectation. All of these results were highly significant. Thus, at second grade, actual amount of academic growth in all cases exceeded expectation based on national norms and significantly exceeded expectations based directly on the previous performance of these students.

Third grade data are not available. The evaluation team did not test at grade three because New York State testing was conducted at this level in the fall. However, in the spring Metropolitan Achievement Tests were administered and so pre and post test scores were not comparable.

Fourth grade results are shown in Table 5. In vocabulary, fourth grade children demonstrated a mean gain of two months, which was significantly less than the expectation of almost five months gain. Reading comprehension increased by six months, slightly better than expectation but not significantly so. Math scores improved by five months, also slightly better than expectation, but not significantly so. In general, fourth grade gains were approximately at expectation level.

Fifth grade results are shown in Table 6. Vocabulary scores decreased approximately five months, with fifth graders thus ending up a year and two months below expectation, a highly significant difference. Reading comprehension also showed a decrease, of approximately seven months, indicating a net reading comprehension score one and a half years below expectation, a highly significant difference. Math indicated a gain of three months, still almost three months below expectation, but

TABLE 5

MEAN GRADE EQUIVALENTS AND STANDARD DEVIATIONS, CALIFORNIA ACHIEVEMENT TEST, LEVEL 2

GRADE 4 (N=31)

	Pretest Mean and S.D.	Posttest Mean and S.D.	Predicted Posttest Mean and S.D.	Mean Gain Beyond Prediction	T	df	p
Vocabulary	3.010 1.103	3.213 .974	3.479 1.361	-.266 .609	-2.43	30	.021
Reading Comprehension	3.252 1.531	3.861 1.120	3.777 1.888	.084 1.265	.37	30	.713
Math	2.948 .943	3.494 .867	3.403 1.163	.091 .768	.66	30	.517

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Third grade data are not available. The evaluation team did not test at grade three because New York State testing was conducted at this level in the fall. However, in the spring Metropolitan Achievement Tests were administered and so pre and post test scores were not comparable.

Fourth grade results are shown in Table 5. In vocabulary, fourth grade children demonstrated a mean gain of two months, which was significantly less than the expectation of almost five months gain. Reading comprehension increased by six months, slightly better than expectation but not significantly so. Math scores improved by five months, also slightly better than expectation, but not significantly so. In general, fourth grade gains were approximately at expectation level.

Fifth grade results are shown in Table 6. Vocabulary scores decreased approximately five months, with fifth graders thus ending up a year and two months below expectation, a highly significant difference. Reading comprehension also showed a decrease, of approximately seven months, indicating a net reading comprehension score one and a half years below expectation, a highly significant difference. Math indicated a gain of three months, still almost three months below expectation, but

TABLE 5

MEAN GRADE EQUIVALENTS AND STANDARD DEVIATIONS, CALIFORNIA ACHIEVEMENT TEST, LEVEL 2

GRADE 4 (N=31)

	Pretest Mean and S.D.	Posttest Mean and S.D.	Predicted Posttest Mean and S.D.	Mean Gain Beyond Prediction	T	df	p
Vocabulary	3.010 1.103	3.213 .974	3.479 1.361	-.266 .609	-2.43	30	.021
Reading Comprehension	3.252 1.531	3.861 1.120	3.777 1.888	.084 1.265	.37	30	.713
Math	2.948 .943	3.494 .867	3.403 1.163	.091 .768	.66	30	.517

TABLE 6

MEAN GRADE EQUIVALENTS AND STANDARD DEVIATIONS ON CALIFORNIA ACHIEVEMENT TEST, LEVEL 2

GRADE 5 (N=29)

	Pretest Mean and S.D.	Posttest Mean and S.D.	Predicted Posttest Mean and S.D.	Mean Gain Beyond Prediction	T	df	p
Vocabulary	5.134 1.360	4.607 1.324	5.858 1.598	-1.251 1.124	-5.99	28	.001
Reading Comprehension	5.700 2.206	4.948 1.524	6.522 2.592	-1.574 1.836	-4.62	28	.001
Math	4.472 1.394	4.803 1.452	5.080 1.637	-.277 1.148	-1.30	28	.205

this was not a significant difference. In general, fifth grade achievement was significantly below prediction and, in reading, actually seems to have dropped. Further analysis of the data, however, raises some question as to the meaning of the results, which should be taken into consideration in future evaluation. Analysis of item difficulty of Level 2 of the California Achievement Test and percentage of students passing each item, indicates that Level 2 might possibly be too easy for grade 4 and is almost certainly insufficiently challenging for grade 5. This level was administered because of the feeling of some teachers and the assistant principal that Level 3 was too difficult. However, on Level 2, with many pre test items being passed by an overwhelming majority of students, it would be difficult to demonstrate growth on post testing. Additionally, some of the apparent loss on post testing might be a function of random flunctuation and test variability around a ceiling, where only negative fluctuation is visible.

Non-standardized results

Thirty parents returned the Parent Opinion Form, soliciting their appraisal of the current program. Responses to multiple choice items are indicated in Table 7. Most respondents think their children like school very much, feel the school has improved considerably since the new program was initiated, and indicate a good deal of contact with the school. More qualitatively, positive comments focus on the friendly atmosphere of the school, helpfulness of the staff, increased opportunities for parent involvement, improved learning of the children, smaller classes, hot lunches, increased security, improved curriculum, and in-

TABLE 7

RESPONSES TO ITEMS ON PARENT OPINION FORM

Have you met with your child's teacher this year?

Never	0
Once.	5
A few times	14
Often	11

How has the school changed since the new program started in 1970?

Much better now . .	21
No difference . . .	8
Not as good now . .	0

Have you been to the school for P.A. meetings or any other activities?

Never	4
Once.	10
More than once . .	15

Do you come to the school more or less than you did before the new program?

More often now . .	14
No difference . . .	12
Less often now . .	3

How do you think your child feels about school?

Likes it very much.	24
Doesn't like it much	3
Doesn't care one way or the other.	0
Other	2

creased security, improved curriculum, and increased individualization. Negative comments, much fewer in number, mention loose discipline, such as children running in halls or being disrespectful, age and disrepair of building, particularly the auditorium, school lunches, lack of individualization, expense of field trips and poor supervision of teachers. Some of the positive and negative comments are in direct contradiction of each other and frequently represent individual opinion. In general, the tone of most responses was strongly positive, indicating general approval of the program. Concrete recommendations for improvement focused heavily on physical improvements, such as enlarging the school, enlarging or rearranging the lunchroom, improving the gymnasium, painting classrooms and hallways, adding equipment. Other suggestions asked for improved communication, more black and Puerto Rican studies, smaller class sizes, punishing children with more homework rather than detention, and more discipline and strictness from some teachers.

The School Attitudes and Self-Other Concepts Test was constructed in an attempt to assess self-concepts and school attitudes. However the test was not completed early enough for pre post testing and no other norms or referent groups have yet been defined. Consequently, the test data, presented in Table 8, are available for descriptive purposes only, but may be useful for comparison with future evaluations. It might be of passing interest to note that the test was also administered to kindergarten and first grade children in another school, as part of a bilingual program evaluation. Mean scores for all three test sections at both grade levels were slightly higher for High Impact program children, with higher scores

TABLE 8

MEANS AND STANDARD DEVIATIONS FOR SCHOOL ATTITUDES

AND SELF-OTHER CONCEPTS

N	Pre-K 25	K 82	1 44	2 43	3 56	4 39	5 36
School Attitudes	10.76 1.72	10.94 1.55	9.89 1.51	9.58 1.47	9.63 1.17	8.72 1.50	8.30 1.06
Self Other	11.12 1.30	10.01 2.28	9.57 2.56	9.47 2.10	9.45 1.54	9.05 1.57	10.00 1.55
Self	8.12 1.27	7.55 1.61	7.00 1.56	7.37 1.00	7.41 1.25	7.00 1.54	7.08 1.36

indicating more positive attitudes or self-concepts. However this was not considered a control group, results are not directly comparable, and no tests of significance were conducted.

The Faculty Questionnaire was returned by twenty-eight teachers. These data are tabulated in Table 9. In evaluating some of the program's special features and personnel, faculty showed overwhelming agreement about the usefulness or value of having four assistant principals, a librarian, and educational assistants. The single strongest opinion was voiced by 2nd and 3rd grade faculty who unanimously rated the assistant principal as extremely useful and valuable. The next most useful or valuable resources--as viewed by faculty--were the guidance counselors, health/attendance specialist, Junior guidance classes, and the bilingual specialist, all assessed positively by most faculty responding, with only scattered opinions of no or negative value. The next group, including art, audio-visual, school psychology, science, speech, and social work were all seen as much more positive than neutral or negative, usually by ratios of 3:1, 4:1, or 5:1 but this group did receive low ratings from some faculty and also appeared to be offering services which some faculty felt they had no opportunity to observe. Finally the auxiliary trainer and community relations specialist seemed to be the least valued by faculty, but this seems to be primarily a function of faculty not being aware of their activities.

Overall faculty reactions to the High Impact Program were strongly positive, with all responses ranging from slightly to completely positive and no negative assessments offered, although a few respondents indicated

TABLE 9

FACULTY EVALUATION OF SPECIAL PERSONNEL AND PROGRAM FEATURES

	Extremely Useful and Valuable	Somewhat Useful	Not Particularly Useful	No Use or Value	Harmful or Destructive	No Opportunity to Observe
Educational Assistants	17	8	0	0	0	2
Bilingual Specialist	11	8	3	1	1	4
Art Specialist	4	12	3	3	0	6
Speech Specialist	4	9	4	4	1	4
Librarian	17	10	0	0	0	1
Guidance Services	5	15	6	1	0	1
School Psychological Services	4	10	7	4	0	3
Social Work Services	3	8	8	3	0	6
Audio-Visual Specialist	3	13	7	1	0	0
Health/Attendance Specialist	8	12	7	1	0	0
Science Specialist	3	10	6	3	1	5
Auxiliary Trainer	1	8	3	2	1	12
Assistant Principals	22	5	1	0	0	0
Community Relations Specialist	3	3	4	2	0	12
Junior Guidance Classes	13	6	0	1	1	7

overall positive feelings but with some reservations. Qualitative comments about the program's strengths focused primarily on greater individualization, additional personnel, smaller classes, and academic improvement. Many respondents spoke specifically of the value of the educational assistants. Cluster grouping and the program's concentration in language arts and reading also received frequent positive mention. Several respondents commented favorably on the availability of specialized personnel such as guidance, school psychologist, and social worker. Reservations expressed were distinctly in the minority and raised issues such as lack of change in program in last three years, failure of various special personnel to fulfill their functions, lack of follow through of specific aims, and occasional unavailability of materials, such as TVs, tape recorders, films, etc. Other comments criticized the insufficiency of educational assistants, the multiplicity of theories and lack of clear-cut priorities, lack of teamwork between specialists and teachers, heterogeneous grouping, lack of teacher involvement in establishing priorities, inflexibility of custodial staff, and lack of time for regular planning among cluster team.

Recommendations to improve the program focused primarily on improving coordination, teamwork or communication among administrators, teachers, counselors, psychologists, social workers, and parents, and almost as frequently, on increasing the availability of paraprofessionals and of instructional supplies. The most efficient utilization of special service personnel in dealing with problem children and the need to insure competency and to supervise and evaluate paraprofessionals and O.T.P.s was mentioned by several respondents. Individual replies suggested that cluster

teachers not be limited to one subject area, that ineffective teachers be weeded out during probationary period, that specialists be involved in problem areas earlier, that additional teacher training be provided, that open classrooms be installed, and that class size be further reduced.

The Faculty Questionnaire included five items from the Teacher Attitude Survey, developed last year by the Institute for Educational Development. This survey was "designed to assess teacher attitudes toward teaching disadvantaged children," with items "addressed to the teachers' attitudes toward the disadvantaged child's verbal and conceptual ability, motivation, parental support, and, in general, his ability to succeed in school. A teacher's response was considered positive if it showed a favorable or hopeful attitude toward the problem posed by the statement, and negative if it did not."[1] Of the 23 teachers responding last year, 77% gave positive responses to the questions compared to 66% positive among a comparison group. Of 28 teachers filling out the abbreviated version of the same scale this year, 74% gave positive responses. Responses were also tabulated by sub group, with positive responses offered by 64% of Pre K, K and 1st grade teachers, 79% of 2nd and 3rd grade teachers, 60% of 4th and 5th grade teachers, 77% of the O.T.P.'s, and 100% of special service personnel responding.

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[1] An Evaluation of District Decentralized Projects--ESEA Title I Program--In Community School District 15 of the New York City Public School System, Institute for Educational Development, August 1972.

Classroom observation of teacher behaviors related to the social-emotional climate of the classroom are noted in Table 10. Approximately 90% of all teacher statements observed were learner supportive, acceptant or clarifying, or problem structuring. Only 6% of teacher statements were directive, reproving, disparaging or disapproving. This may be contrasted with a sample of 30 third grade classes studied throughout New York City in 1969,[1] in which approximately 50% of all teacher statements were supportive, acceptant, clarifying or structuring and 42% were directive, reproving, disparaging or disapproving. Another finding of that study was that teachers tended to become increasingly supportive as they moved from large group to small group to individual instruction. In partial support of that finding is the evidence, in High Impact, that supportive statements are made only 7% of the time in both large and small groups, but 39% of the time during individual instruction.

Observation data also yielded information on relative amounts of time spent in large group instruction (eleven or more children), small group instruction (two to ten children) or teaching individual children. These data are categorized by grade level in Table 11, showing that the primary and elementary grades devote approximately half their time to individualized instruction with the remaining time divided between large and small group instruction, whereas the intermediate grades devote most

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[1] "An Evaluation of a Program for the Utilization of Educational Assistants in Selected Classes in Grade 3 in Special Service Schools," Center for Field Research and School Services, New York University, August 1969.

TABLE 10

PERCENT OF TIME SPENT BY TEACHERS ON SELECTED ACTIVITIES

RELATING TO SOCIAL-EMOTIONAL CLIMATE OF CLASSROOM

Teacher-Statement Categories	Teaching Large Groups	Teaching Small Groups	Teaching Individual Children	All Teaching Combined
1. Learner Supportive	7	7	39	20
2. Acceptant or Clarifying	40	35	20	31
3. Problem Structuring	39	49	33	39
4. Neutral	2	1	0	1
5. Directive	3	0	1	1
6. Reproving, Disparaging, or Disapproving	6	3	6	5
7. Teacher Supportive	3	5	1	3

of their time to large group teaching.

Interviews and Observation

Interviews with administrators, specialists, and several teachers, plus casual observation around the school contributed greatly to flushing out the bare bones of the more formal data collected.

As stated in the interim report, the tone and ambience of the school are impressive to any visitor with previous experience in comparable schools. Administrators were consistently open and available, demonstrating little defensiveness. The project consultant was given free rein within the school and found most personnel easily approachable and communicative. Morale seemed high, and even complaints and criticisms were transmitted with relatively little rancor and with apparently constructive intent. Many classroom doors were open, there was a constant hum of activity, parents, aides, and visitors moved around the school busily, and yet a sense of calmness and reasonable discipline prevailed. This balance of discipline without repression was credited by several staff members to the stability of the community and the resulting stability of the pupil population within the school. However, the current principal has been at this school three years, and, although he, too, cites the stability of the community as a major reason for the positive tone within the school, a number of teachers and parents describe dramatic changes in the tone of the school within the past three years and cite his administrative leadership as a major factor in the change.

Within this most positive context, a number of minor criticisms and complaints were voiced during interviews. Apparently, the year before,

TABLE 11

PERCENT OF TIME SPENT AT DIFFERENT GRADE LEVELS ON LARGE GROUP, SMALL GROUP, OR INDIVIDUAL INSTRUCTION

Grades	Teaching Large Groups	Teaching Small Groups	Teaching Individual Children
Pre K - 1	26	27	47
2 - 3	21	22	57
4 - 5	92	0	8

cluster teams were able to meet once a week for joint planning. While these meetings have been supplanted by grade level conferences, some desire for the opportunity to continue cluster planning was voiced. While the Junior guidance classes were seen as quite successful by some staff members, others were quite critical of the screening for placement, the program itself or its ultimate value as anything more than a holding action. The apparent requirement that all cluster teachers focus on language arts was criticized by some who felt this resulted in failure to utilize the strengths of each faculty member most productively. Poor communication was mentioned in several contexts. Teachers complained about lack of feedback from social worker or psychologist and also about the lack of sufficient direct access to the principal. Several complaints were voiced about lack of a school-wide philosophy or direction. It should be reiterated that all of these complaints and criticisms were voiced as minor points within a generally

positive context, that complaints were generally voiced openly, without apparent fear of recrimination, and with primarily constructive intent.

Objectives Assessed

1. To improve the cognitive and social-emotional functioning of pre kindergarten children enrolled in the program. In general, this objective seems to have been met although the findings are clearer and more consistent for cognitive than for social-emotional development.

2. To increase the reading readiness of the kindergarten children enrolled in the program. This objective has been met.

3. To increase the reading and math achievement of the 1st through 5th graders enrolled in the program. This is probably the major and most multi-faceted objective listed and, while results are not clear-cut, data indicate definite movement toward meeting the objective. Significant growth is indicated in reading at grade 1. Clear-cut and dramatic success in both reading and math is indicated at grade 2. Pre and post test scores were not comparable at grade 3 but there was some indication that reading scores were up from the previous year. Grade 4 and 5 tests did not indicate growth beyond prediction but the appropriateness of the tests used was questioned and judgment should be deferred at this level.

4. To create a more positive attitude toward school in the parents of children enrolled in the program. This objective was achieved, as evidenced by parents' comparisons of the current school program with previous conditions.

5. To create a more positive self-concept in the children enrolled in the program. This objective could not be assessed, although some soft

signs in possible support of the objective were cited.

6. To improve the English fluency of children whose primary language is Spanish. This objective was not considered relevant and was not measured.

RECOMMENDATIONS

Emerging from the interviews is the sense of a school in transition. Apparently several years of strong administrative leadership have succeeded in turning this school around. Discipline, once a major problem, is now under control. The pupils are happier with their school. Parents, once in active rebellion, are pleased with the school and its leadership. Faculty morale is much improved. Academic achievement is improving. Most of these impressions, garnered from interviews, are supported by data. Now it seems to be time for some loosening of the tight, administration-oriented, problem-focused organization and to move toward more focus on communication, sharing of information and ideas, broader involvement of faculty, long range planning and philosophical debate. Some of the recommendations below, which include but extend beyond the recommendations offered with the interim report, will speak further to the above point.

1. The mechanics and timing of preparing a Title I proposal lead to certain weaknesses which it would be well to avoid, if possible. The pressures of time seem to lead to preparation of a final proposal in central office with minimal consultation with school administration and no opportunity for prior planning within the school, with cabinet, selected

faculty, and representative community members. Consequently, execution of the proposal, although it maintains the integrity of the spirit, requires modification of many of the details and reduces the effectiveness of evaluation. It would be highly desirable to develop timetables and procedures which would involve the building administrator more directly in preparation of the final proposal and would allow him prior opportunity for planning and consultation with those to be directly involved in the program. It would be additionally valuable if those to be involved in subsequent program evaluation could be involved in the final stages of program development so that assessment procedures could be more directly related to intent and proposed objectives and objectives, in turn, defined in assessable terms.

2. The school is organized, as described previously, into discrete divisions, with each assistant principal responsible for one or two grades, and faculty meetings, curriculum planning, and other activities taking place primarily within these divisions. Apparently this has helped to foster strong group identity within each division, but at some expense to a larger sense of school identity and total program thrust. In the context of the school's previous history and the organizational problems facing the new administrator three years ago, the direction taken was undoubtedly well considered and highly effective. The school now seems strong enough to maintain the impetus it has built and some attention might now be diverted to developing better communication across divisions, to strengthening the vertical continuity of curriculum in selected areas, to developing school-wide procedures for maintaining pupil progress in

detail, consistent with the philosophy of individualized instruction, and for enhancing vertical communication of pupil performance from one grade to the next.

Initially, increased attention might be given to greater communication from the principal down, exerting his leadership to develop a greater school-wide understanding of the thrust of the program. Assistant principals are not familiar with the details of the current proposal. Early cabinet meetings might be devoted to review and interpretation of the program's goals and attempts made to arrive at common agreements in orientation of teachers. To this end, consideration might be given in future proposals, to funding for a day or two of staff workshops prior to or early in the school year. Additionally, the principal might attend one grade level meeting at each grade, early in the year, to allow for direct discussion and interaction.

Another possibility might be organizing a faculty conference with vertical faculty sub-groups meeting in different rooms, in workshop fashion, to review the program, current proposals, recent evaluations, and to offer recommendations for more effective implementation. This would have the additional benefit of getting teachers to relate to each other across grade levels and specialties and to deal with problems at a school-wide level.

Other suggestions for increasing the school-wide sense of direction involve the use of curriculum coordinators as suggested in the following two recommendations.

3. While major strides seem to have been made in an increased

emphasis on reading, the evidence is not as strong for mathematics. While some impressive gains in math achievement are recorded, overall math scores still fall below the level of reading achievement. Yet mathematics receives equal priority in the proposal. It is also often true that elementary teachers feel less confident of their ability in math and welcome assistance in this area. It is therefore recommended that a math coordinator be designated next year. Responsibilities should include clarification of a sequential math curriculum, development of relevant resources, materials and assessment procedures, concomitant development of related methods for recording and communicating pupil progress in mathematics, consultation and assistance of individual teachers, service as resource to each assistant principal, communication with parents and possible parent workshops or courses to help them understand the math curriculum and to increase their ability to help their own children.

4. The school has previously included provision for a corrective reading teacher, which was abandoned this year. Apparently the corrective reading teacher focused on individual and small group remedial work, which has now been incorporated into the classroom program. However, some thought might be given to the establishment of a reading coordinator position parallel to the math position described above and with similar duties.

5. Specialists and O.T.P.'s seem, generally, to be recruited from within-building ranks. Although some teachers may indeed possess substantial skills in particular areas, there is the danger, to be considered, of in-breeding and the further danger of compromising quality for avail-

ability. Where possible, therefore, outside as well as inside recruitment should be conducted for highly specialized positions. Since legal, administrative, or political exigencies frequently make this impossible, an alternative recommendation would be to include budget for intensive on-the-job training in subsequent project proposals.

6. The decision to concentrate educational assistants in the lower grades is certainly defensible, but assistants could also be employed to great advantage in the upper grades. It is therefore recommended that the next proposal include a request for additional educational assistants.

7. Similarly the intensive focus on parent and community relations in the pre kindergarten is logical and seems to be productive, but greater continuity of this effort and increased efforts at reaching out to parents at other grade levels might be additionally valuable.

8. Consideration might be given to allowing greater flexibility in roles within cluster teams. Thus while priorities could still be set in terms of curricular focus or time to be spent on a particular subject, each team might be encouraged to work out its own assignments internally, to capitalize on the interests and abilities of individual team members.

9. The social worker and school psychologist seem to be functioning primarily in a classical clinical diagnosis and treatment model. While there are many arguments pro and con this model, one problem invariably related to its use in the schools is the poor public relations it engenders, since its practitioners are rarely visible to teachers or parents. Role definitions for these personnel should be reviewed: perhaps at a special conference involving them, BCG supervisors, assistant

principals, and teacher and guidance representatives. If the current role is reaffirmed it should be defined clearly and communicated to faculty in such a way as to enhance faculty appreciation of these less visible practitioners.

10. As another contribution to the already generally high morale of the faculty, some attempt should be made to communicate information about the activities of the auxiliary trainer and the community relations specialist. A large proportion of the faculty seems not to know anything about the work of these individuals and such lack of information can eventually lead to skepticism and eventually to resentment.

11. The guidance program seems quite strong, but apparently lacks a school-wide program or philosophy. While each of the guidance counselors expresses a personal philosophy not too dissimilar from the others, actual day-to-day operations are in part a function of individual personality differences and in part a function of interaction with particular assistant principals. It would be helpful to devote one administrative conference--perhaps with the district guidance supervisor also in attendance--to an attempted delineation of a school-wide guidance program. Perhaps more interaction between the guidance and clinical team could also be considered here.

12. While the relatively poor achievement results for 4th and 5th grade were discussed in terms of ceiling effects and possible invalid results, the possibility also exists that these scores actually represent poor performance. In considering that possibility it should also be recognized that other data may bear on the same issue. Thus grades

4 and 5 indicated the highest rate of whole class teaching. Fourth and fifth grade children indicated the poorest attitudes toward school. Teachers at these grade levels classified more children negatively. Teachers at these grade levels also gave the lowest percentage of positive responses on the evaluation of attitudes toward teaching disadvantaged children. Whether this is a function of the age-grade level, of the particular faculty assigned to these grades, or of class size and lesser amount of support personnel is difficult to say. However, since the converse of these relationships is also true (2nd grade children showed the greatest academic growth, teachers in this group show the lowest amount of whole class teaching, the highest percentage of positive attitudes toward the disadvantaged) it may be worth exploring the 4th and 5th grade faculty.

13. Finally, while all the above recommendations indicate potential for improvement in this High Impact Program, there should be no question about its continuation. This program has clearly revitalized a decaying school and substantially upgraded educational quality for an entire community. The program is operational, well administered, getting better each year, and clearly worthy of continuing support.

Postscript: It is also recommended that this report be shared with members of the administrative cabinet and made available to all other interested faculty. The project consultant and research consultant wish to thank all members of the faculty and staff who were so gracious, cooperative and informative during our many visits.

SATURDAY & HOLIDAY BUS TRIP PROGRAM

DESCRIPTION AND OBJECTIVES

The Bus Trip Program was designed to broaden the educational and cultural experiences of disadvantaged youngsters. The goals of the program were implemented by providing trips to educational and cultural settings. The program was built on the premise that exposure to settings of educational and cultural interest would arouse academic motivation in the children participating in the program.

The following settings were visited: Museum of the City of New York, Bronx Zoo, Museum of Natural History and Hayden Planetarium, Sagamore Hill, Oyster Bay, Metropolitan Museum of Art, and Royal Playhouse.

RESULTS

Contact with teachers and supervisors revealed that they perceived the trips as having served a useful educational experience. The trips provided a point of entry for exposing children from disadvantaged backgrounds to new and educational relevant experiences. In terms of objective evidence it is not reasonable from a measurement point of view to develop instruments which would assess stable educational changes in children after returning from a single bus trip.

RECOMMENDATIONS

1. A clearer tie between the trip and the classroom should be established.

2. The possibility of repeated trips for certain children should be explored. This might then allow for more precise evaluation of long term changes in attitude and motivation.

OPTIONAL ASSIGNMENT PUPIL MATH PROGRAM

PROGRAM DESCRIPTION

A mathematics laboratory, equipped with hardware and software provided by various vendors supplying special mathematics programs, was established at a District 15 school and made the focus of a comprehensive mathematics program for approximately 100 children in grades 2 through 5. These participating pupils were taken out of regular classes for individual and small group instruction in the math lab. Individual sessions in the laboratory were of approximately 40 minutes in duration. Pupils were exposed to such materials as scales, geoboards, cuisenaire rods, mirror cards, tangram cards and pieces, pattern blocks, centicubes, geosquares, etc. Desk and electronic printing calculators were provided. The desk calculator served as a motivational device to develop computational skills and concepts for under-achievers. The printing calculators presented immediate reinforcement of pupil responses through the provision of a record of pupil performance. The program did not start until March, 1973, (funded as of February 5, 1973).

PROGRAM OBJECTIVES

To improve achievement in mathematics.

a. Gains should be shown in the areas of understanding concepts, math problem solving, and computation.

EVALUATION OBJECTIVE

To assess whether the children participating in this program show a gain in math concepts, problem solving, and computation.

Aspects of Evaluation

1. Subjects. Approximately 50% of the children enrolled in this program were randomly selected for testing.

2. Instruments. Level 1 of the CAT assessing Mathematics Concepts

and Problems and Mathematics Computation was administered pre and post to the selected second and third graders. Level 2 of the same test was administered pre and post to the selected 4th and 5th graders.

3. Analysis. A t test for correlated data was used to assess if the children in the program have shown significant (.05) growth in the selected areas of math functioning.

RESULTS

The data in Table 1 shows the results, pre and post, from second and third grade testing on the CAT, Math Concepts and Problems, Level 1.

TABLE 1

SECOND AND THIRD GRADE MAT, LEVEL 1

MATH CONCEPTS AND PROBLEMS

	$\bar{X}$		t Value
Pre	2.01	1.03	
Post	2.32	1.06	-.71
Predicted Post	2.44	1.45	
Differences Between Means	- .12		

Table 1 shows that no significant gain took place from pretest to post-test. The actual post-test mean score was higher than the pretest mean score, but fell short of the predicted post-test mean.

The data in Table 2 contains the pre and post-test scores for the Math Computation section of the CAT, Level 1 taken by the second and third graders in the program.

TABLE 2

CAT, LEVEL 1, MATH COMPUTATION

SECOND AND THIRD GRADE

	$\bar{X}$		t Value
Pre	2.13	1.06	-2.64
Post	2.06	1.02	
Predicted Post	2.61	1.50	
Differences Between Means	- .55		

The above table shows that the post-test score for second and third graders on the Computation section was actually lower than the pre-test score.

Table 3 contains the pre and post scores for the Math Computation section of the CAT, Level 2 taken by the fourth and fifth graders in the program. The data in Table 3 shows that, once again, while the actual post-test score was higher than the pretest, it did not approach the predicted post-test score.

TABLE 3

CAT, LEVEL 2, MATH COMPUTATION

FOURTH AND FIFTH GRADES

	$\bar{X}$		t Value
Pre	4.56	.65	-3.70
Post	4.77	.69	
Predicted Post	5.25	.75	
Differences Between Means	- .4753		

Table 4 shows the results, pre and post, from fourth and fifth grade testing on the CAT, Math Concepts and Problems, Level 2.

TABLE 4

CAT, LEVEL 2, MATH CONCEPTS AND PROBLEMS

FOURTH AND FIFTH GRADES

	$\bar{X}$		t Value
Pre	5.68	1.78	
Post	5.93	1.84	-3.64
Predicted Post	6.57		
Differences Between Means	- .64		

The data in Table 4 indicates that although post-test score was higher than pre-test score, it did not approach the predicted post score.

Because of the poor findings, further analysis into the data was pursued. A check of the raw scores on the pre-test indicated that the levels of the CAT administered was too easy. For example, CAT, Level 2, Concepts and Problems Pre-test the group mean achieved of 40 out of a possible 45 questions. These results are found in computation as well as concepts and problems and at the other levels of the test. These findings help to clarify why it would be virtually impossible to obtain significant changes between pre and post-test results. In addition, the use of a predicted post design makes the possibility of obtaining significant finding even more difficult.

DISCUSSION

The levels of the tests administered for evaluation of the Math Lab program were based upon the general level of achievement at other schools in the District. Based upon the test results, it is evident that this school has a special population operating at comparatively higher levels of achievement. All subjective data gathered at this early stage show the present math program to be an effective one, favored by teacher and pupil alike. It should be generally noted that the program was underway for only the last three months of the 1972-73 school year, making comprehensive evaluation impossible. The full extent of the advantages (as well as possible disadvantages) of the program cannot be known until it has been in effect for a longer period of time.

RECOMMENDATIONS

It is recommended that the Optional Assignment Pupil Math Program be reinstituted with the beginning of the coming school year, so that it may realize its full potential and so that proper evaluation, including the administration of the appropriate levels of objective tests, can be made. Despite the lack of objective results so far, it appears to be a very promising program for the teaching of mathematics.

NON-PUBLIC PARAPROFESSIONAL PROGRAM IN READING AND MATHEMATICS

DESCRIPTION OF THE PROGRAM

The program provided in-depth reinforcement services to children from Grade 2 to Grade 6. A Paraprofessional (Educational Assistant) assisted each Title I assigned Teacher in developing reading and mathematic skills for those children most educationally disadvanted in accorance with criteria listed in Selection of Participants.

This program also took into consideration the special characteristics, needs, and interests of children in the age range of seven to eleven years of age, and sought to develop the whole child while concentrating on remediation in reading and mathematics.

The objectives of the program were:

1. To provide for individualization on a one-to-one basis in the reinforcement of reading and/or math skills.

2. To provide for small group instruction in the reinforcement of reading and/or math skills.

3. To support the Title I teacher in the concomitant clerical duties.

4. To provide a special understanding and rapport incidental to overcoming deficiencies in reading and/or math skills.

5. To develop more positive attitudes towards learning on the part of those children participating.

Participating Schools

The following schools were involved in the program:

	No. of Pupils Serviced	
	Reading	Mathematics
1. Our Lady of Peace	56	40
2. Visitation B V M	40	
3. St. Francis Xavier	96	
4. Torah Vodaath	40	17
5. St. Michaels	57	38
6. St. Peters	97	
7. Bros Jacob	25	20
TOTAL	411	95

Selection of Students

These children were selected from among the Title I eligible children, and were chosen on the basis of the greatest need for remediation.

The children were administered standardized tests in September 1972. They were selected on the basis of the following criteria:

1. Those pupils scoring in the 24 percentile of the pupil evaluation profile (PEP scores).

2. Those pupils displaying similar or equivalent grades on the MAT scores.

3. Those pupils displaying similar or equivalent grades on the SRA scores.

These children were also selected in accordance with:

1. Guidance Counselor recommendation of children needing intensive remediation in reading and math.

2. Teacher evaluation of pupil achievement based upon rank order rating.

3. Health data and other pertinent information with respect to the physical, intellectual, social and emotional development of children.

In addition, the following criteria were used for selection:

1. Analysis of evaluation reports, 1971-72 programs.

2. Determination of priorities established by the District 15 Non-Public School Council in consultation with Title I Advisory Council, and representatives of other agencies and interested parties.

Staffing

A paraprofessional was assigned to each of the seven Title I reading teachers, and to each of the four Title I math teachers. The paraprofessionals were living in the community and this formed a vital link between the home, the school and the community, in the improvement of communications and interpretation of communications and interpretation of the program.

The remedial program started between September 1972 and January 1973 at different times for the participating schools. The paraprofessionals joined the program about January 1973.

Activities

The size of the instructional group ranged from 4 to 12 per class. The class met for about 50 minutes once, twice, or three times per week. The time allocation for reading and math per week are presented in Tables 1 and 2.

In general, the teacher taught a group lesson involving most children for ten to twenty minutes. Then specific assignments were made and the teacher spent some time with each student individually. In the meantime, the paraprofessional worked with one or two children on different material.

TABLE 1

NON-PUBLIC SCHOOLS--TITLE I PARAPROFESSIONAL PROGRAM

TIME ALLOCATION FOR READING PER WEEK

	School	No. of Days for Reading Teacher	No. of Days Paraprofessional With Reading	Total No. of Days Para in School	Times Classes Meet	No. of Pupils Serviced
Our Lady of Peace	1	5	5	5	5	56
Visitation B V M	2	5*	5	5	3	40
St. Francis Xavier	3	5	5	5	2-3	96
Torah Vodaath	4	2	2	5	2	40
St. Michaels	5	3	2	5	2	57
St. Peters	6	5	5	1-2	97	
Bros Jacob	7	1	½	5	1	25

*There are two teachers. One works 3 days a week, the other works 2 days a week. Paraprofessional works with both reading teachers.

TABLE 2

NON-PUBLIC SCHOOLS--TITLE I PARAPROFESSIONAL PROGRAM

TIME ALLOCATION FOR MATHEMATICS PER WEEK

	School	No. of Days for Math Teacher	No. of Days Paraprofessional With Math	Total No. of Days Para in School	Times Classes Meet	No. of Pupils Serviced
Our Lady of Peace	1	3	3	5	3	40
Torah Vodaath	4	1	1	5	1	17
St. Michaels	5	2	2	2	2	38
Bros Jacob	7	1	1	5	1	20

Facilities and Materials

Each Title I teacher had her own room. A number of resource materials such as MacMillan Reading Spectrum, Merrill Books, McGraw-Hill workbooks, Houghton-Mifflin Series, Readers Digest were available.

The paraprofessional developed materials under the direction of the teacher, e.g., story puzzles.

In some rooms a lending library was operative.

EVALUATION OF THE PROGRAM

Evaluation Objectives

The purpose of the evaluation was to assess if the children in the remedial program received greater individual and small group attention in math and reading with the introduction of the Educational Assistant.

Subjects

The six reading teachers and their six educational assistants, and the four math teachers and their four educational assistants were observed in the classroom. They also filled out questionnaires, and were interviewed.

Instruments

1. A Behavior Frequency Form was used to assess teacher activities with the educational assistant present.

2. A teacher Opinion Form assessing the teachers' perception of their activities before and after the presence of the educational assistant was administered individually to each teacher.

3. An Educational Assistant Questionnaire to determine the educational assistants' perception of their role was individually administered

to each educational assistant.

RESULTS

Class Observation

Each teacher and educational assistant were observed once at the end of March, 1973. The results are shown in Tables 3 and 4. The observations focused on behavior that was directly instructional, indirectly instructional, and non-instructional in order to see where the educational assistant was used in the instructional process.

Directly Instructional. None of the classes used large group instruction. The teacher generally conducted all small group instruction working with 6 or 7 students. In most classes both the teacher and the educational assistant worked with individual children. In some classes, the educational assistant helped those who could not keep up with the group.

Indirectly Instructional. In most classes the educational assistant prepared the materials under the direction of the teacher. Tests were administered by teachers. In the future, educational assistants will help in the scoring and grading of the tests. Since the educational assistants did not enter the program at the beginning of the year, the teachers did the initial testing and grading.

Because classes were small, teacher and educational assistant together distributed materials to the class.

Non-instructional. This involves attendance, and weekly reports. Teachers are working toward the goal of having educational assistants do the clerical work. They are still training the educational assistants,

TABLE 3

READING

BEHAVIOR FREQUENCY RECORD

			Teacher	Para	Teacher and Para	Not Applicable
A. Directly Instructional	1.	Teaching large group				7
	2.	Teaching small group	6		1	
	3.	Teaching individually		2	4	
B. Indirectly Instructional	4.	Preparing instructional material	1	6		
	5.	Testing or test scoring			7	
	6.	Distributing instructional material		2	5	
C. Non-Instructional	7.	Clerical	2	4	1	
	8.	Monitorial	1	6		
	9.	Housekeeping		4	3	
	10.	Curriculum Aativities				7
	11.	Social-emotional		2	4	1
	12.	Interruptions	4	1	1	1

TABLE 4

MATH

BEHAVIOR FREQUENCY RECORD

		Teacher	Para	Teacher and Para	Not Applicable
A. Directly Instructional	1. Teaching large group				4
	2. Teaching small group	3		1	
	3. Teaching individually	1	2	1	
B. Indirectly Instructional	4. Preparing instructional material		4		
	5. Testing or test scoring			4	
	6. Distributing instructional material		1	3	
C. Non-Instructional	7. Clerical	1	1	2	
	8. Monitorial		4		
	9. Housekeeping	1	2	1	
	10. Curriculum activities				4
	11. Social-emotional	2		2	
	12. Interruptions	1	1	1	1

and, therefore, teachers are still involved in clerical work.

Housekeeping chores were handled differently by different teachers. In some rooms the educational assistant was involved. In other classes, teacher used the children for this task. They were used to that system. This can free the educational assistant to prepare materials and set up learning centers for the next class.

Social-emotional problems occur infrequently in these small groups. Both the teacher and the educational assistant will handle these problems. In some cases, educational assistants were able to assist because they had similar backgrounds to the children.

There are not many interruptions in the non-public schools. The teacher handled adults and the educational assistant handled children.

Teacher Opinion Form

Each Title I teacher indicated in a brief questionnaire how frequently she engaged in an activity, before the educational assistant joined her, and how often the educational assistant was able to relieve and assist her in the activity. The results of the questionnaire are shown in Table 5.

The results of the questionnaires showed that the paraprofessional was of great help in the teaching of small groups, teaching individual children, preparing instructional materials, housekeeping, and individual social-emotional-supportive activities. In particular, the teaching of individual children was greatly facilitated by the presence of the paraprofessional.

TABLE 5

ACTIVITIES ENGAGED IN FREQUENTLY AND VERY FREQUENTLY AS REPORTED BY TEACHERS

Activity	Reading (N=7) Before E. A.	Reading (N=7) Assisted by E. A.	Math (N=4) Before E. A.	Math (N=4) Assisted by E. A.
Teaching small groups	7	6	4	4
Teaching individual children	2	7	2	3
Preparing instructional children	7	6	4	4
Testing or test scoring	5	4	1	0
Distributing instructional material	3	3	1	1
Clerical	4	3	4	4
Monitorial	3	2	3	3
Housekeeping	4	6	2	3
Non-instructional curriculum activities	N.A.	N.A.	N.A.	N.A.
Individual social-emotional supportive activities	6	5	4	3
Interruptions	2	2	3	1

Educational Assistant Questionnaire

In this questionnaire, the educational assistant checked those activities in which she engaged. The results were similar to those of the classroom observations and the Teacher Opinion Form.

DISCUSSION OF RESULTS

Due to the small number of cases a statistical evaluation of the program was not attempted.

However, the classroom observations and the questionnaires showed that the educational assistants contributed to the educational experience of the children. They freed the teacher to conduct small group instruction while they worked with the slower children. They also allowed the teacher to move toward a more individualized program. Many teachers commented on the help they received from the educational assistants in the preparation of instructional materials. The educational assistants helped in getting children from their regular classes and returning them after remedial instruction. In some cases educational assistants were able to assist with social and emotional problems because they had similar backgrounds to the students.

RECOMMENDATIONS

1. This program should be continued.

2. Educational assistants should be assigned to teachers at the beginning of the year rather than in the middle of the year. This would allow them to become more involved.

3. There should be a training session for all educational assistants for both reading and math before assignment to instruction. This

would get them acquainted with a variety of resources.

4. Educational assistants may relieve the teacher by being trained in clerical work, e.g., attendance, weekly reports.

PRESCRIPTIVE READING LABORATORY PROGRAM

PROGRAM DESCRIPTION

One hundred pupils in 4, 5, and 6 grades were selected for the Prescriptive Reading Laboratory Program. Pupils participating in the program were taken out of regular classes for individual and small group instruction in reading. The Prescriptive Reading program is based on materials and concepts developed by Learning Research Associates. The program was to follow the orientation spelled out by Learning Research Associates. Teachers were to receive training in implementing the Prescriptive Reading Program.

Population Selection

The population of the program was selected on the basis of standardized test results and a teacher rating indicating reading underachievement.

PROGRAM OBJECTIVE

To increase the participants' vocabulary and reading comprehension.

EVALUATION OBJECTIVE

To assess if the children participating in the Prescriptive Reading Lab do show a change in reading vocabulary and reading comprehension.

EVALUATION DESIGN

Fifty percent of the 100 children participating in the Prescriptive Reading program are the subjects of the evaluation.

Instruments

Appropriate grade level (2, 3, 4) of the CAT (Form A and B) will

be administered pre and post to the sample. The children will take the reading vocabulary and reading comprehension parts of the test.

Analysis

A t test for related measures will be used to determine if significant changes in vocabulary and comprehension scores have been achieved.

RESULTS

As of late April, the Prescriptive Reading Laboratory program had not yet been implemented, so no testing was done.

RECOMMENDATIONS

The evaluators recommend that this program be started promptly in September to insure full trial and evaluation.

P.S. 169 - Function #61-31665

P.S. 130 - Function #61-31681 (Optional Assignment Program)

ELEMENTARY READING SKILLS LABORATORY PROGRAMS

PROGRAM DESCRIPTION

The general objective of the Elementary Reading Skills Laboratory is to increase oral vocabulary, reading comprehension, and other requisite skills for success in reading in a sequential manner as the children progress through elementary grades. In order to achieve this goal, a strongly structured reading program was to be implemented. Reading Skills Laboratory programs were installed at two schools in District 15.

Subjects were selected on the basis of standardized test results and/or teacher ratings indicating that these children were reading underachievers.

Pupils eligible for participation were taken out of regular classes for individual and small group instruction in the remedial reading laboratory. Individual sessions in the laboratory were of approximately 40 minutes in duration although, depending on pupil needs, these sessions were sometimes longer or shorter. However, since the remedial laboratory featured components that maintained interests for long periods of time, double sessions were encouraged to concentrate greater efforts for maximum reading remediation.

The systems approach utilized in the program -- familiarly known as "Listen Look Learn" -- provided interlocking interdependent materials and procedures designed to facilitate the accomplishment of specific learning. The "Listen Look Learn" system made possible thorough teaching and learning through:

1. Introduction of concepts and skills in careful sequence. from simple to complex, to insure successful performance.

2. Immediate reinforcement of initial learning of a concept or skill coupled with distributed practice to insure retention.

3. Repeated exposures to the same concept or skill from many perspectives and in a variety of contexts.

Thus, the specialized equipment and materials of reading instruction function to make it possible for a youngster to find his strengths and weaknesses, evaluate his work, correct his errors, and strive to improve his performance, at a rate that is in consonance with his ability.

The participants were approximately 90 children in grades 1-6, at each site who were underachievers in reading, and deemed most educationally disadvantaged. The adult to child ratio in the program was established at 3:15, with six classes of fifteen children each to be serviced by two full-time teachers and one educational assistant.

A special four day in-depth pre-service training was provided by the E.D.L. Laboratories of McGraw-Hill.

PROGRAM OBJECTIVE

This program is a multi-faceted attempt to upgrade reading among students in grades 1-6.

EVALUATION OBJECTIVE

To assess if the reading achievement scores of the children in the EDL program were improved.

Aspects of the Evaluation

1. Appropriate levels of the California Achievement Test in Reading Vocabulary and Reading Comprehension were to have been administered pre and post to all of the children participating in the program. A t test for related measures was then to be used to assess differences between pre and post-tests.

2. After exposure to the EDL program, it was also expected that 75% of the students would:

a. Retain visual images of verbal and nonverbal material at exposure rates of 1/100th of a second.

b. Exhibit improved reading fluency and efficiency as indicated by a pre to post increase of 60 words per minute in reading rate with comprehension.

RESULTS

Neither of the two schools had started their programs as of March, 1973. Further evaluation contact revealed that one school started its program toward the end of that month, while the other had not yet started and did not expect to until later in the year. Because of the lateness with which the programs started, no pre-post test achievement test data was collected.

Evaluation contact with the first school shows a program that, even in its fledgling period, shows great promise of success. The children are generally enthusiastic about the program, as are the principal and teachers.

RECOMMENDATIONS

It is recommended that these programs be started up again promptly in September. The necessary equipment has been installed, and with continuing appropriate funding, there is no reason why the very promising concept "Look Listen Learn" cannot become a day-to-day reality for underachievers in reading.

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SEEC INTERVIEW GUIDE

SEEC INTERVIEW GUIDE

1. Please describe the SEEC program in your school.

2. The SEEC program this year was funded for "children deemed most educationally disadvantaged."

   a. How were these children selected in your school?

b. What is the total number of: Kindergarten students in your school _____

First Grade students _____

Second Grade students _____

SEEC Kindergarteners _____

SEEC First graders _____

SEEC Second graders _____

3. The proposal describes the 1972-73 SEEC program in the following ways. The evaluation will focus on them. Please read the descriptions and then:

a. Check those that apply to the SEEC program in your school;

b. Write an 0 where you feel activities related to SEEC can be observed in your school.

NOTE FOR INTERVIEWER: Please have people identify the observation possibilities specifically, i.e., class, teacher, subject, time.

_____

_____

_____

_____

_____

4. Who are the persons in your school who could describe aspects of the program not observable? (e.g., community involvement)

_____

_____

_____

_____

_____

5. What training procedures have been used this year for SEEC?

a. School level

1. with teachers

_____

_____

_____

2. with paraprofessionals

_____

_____

_____

3. joint

_____

_____

_____

b. District level

1. with teachers

_____

_____

_____

2. with paraprofessionals

_____

_____

_____

3. joint

_____

_____

_____

c. What future activities have been planned? School Level? District Level? For Teachers? For Paraprofessionals? Joint?

6. How have parents and community been involved in SEEC?

7. Do you have any suggestions for the evaluation team?

OBSERVER CHECKLIST

OBSERVER CHECKLIST

School _____ Observer _____ Date _____

Grade _____ Time: From _____ To _____

Activities in progress during observation:

Room Arrangement: check & describe: Comments:

____informal, encourages pupil movement
____formal, discourages pupil movement
____many areas of interest
____few areas of interest

Overall room arrangement: 1 2 3 4 5 6 7
pupil interest discouraged — pupil interest encouraged

Materials:

____games, puzzles
____math aids (concrete)
____art
____blocks
____musical instruments
____science (animals)
____library books
____audio-visual (list)
____other:

Comments: name some materials seen:

____Teacher-made materials--describe

____Pupil-made materials--describe

Overall materials rating: 1 2 3 4 5 6 7
few — many & varied

Adult Participation

Worked with:	Paraprofessionals 1	2	Student Teacher 3	Teacher(s) 4	5
a. one child	a.___	a.___	a.___	a.___	a.___
b. small group	b.___	b.___	b.___	b.___	b.___
c. whole class	c.___	c.___	c.___	c.___	c.___

Atmosphere was:	Paraprofessionals 1	2	Student Teacher 3	Teacher(s) 4	5
d. warm, supportive	d.___	d.___	d.___	d.___	d.___
e. pleasant, controlled	e.___	e.___	e.___	e.___	e.___
f. strained, tense	f.___	f.___	f.___	f.___	f.___
Emphasis on:					
g. drill	g.___	g.___	g.___	g.___	g.___
h. rote memory	h.___	h.___	h.___	h.___	h.___
i. concept development	i.___	i.___	i.___	i.___	i.___
j. teacher-directed activity	j.___	j.___	j.___	j.___	j.___
k. pupil self choice	k.___	k.___	k.___	k.___	k.___
l. experience related learning	l.___	l.___	l.___	l.___	l.___
m. peer interaction	m.___	m.___	m.___	m.___	m.___
n. other:					

Describe Reading and/or Math Activities:
(also nature of teacher-pupil interaction)

Tally Box for Questions

Teacher _____
paraprofessional _____
No. of minutes obs _____

	T	P
1. Recall, memory, rhetorical directions	total	
2. Higher level--interpretation, convergent, divergent, evaluative	total	

Categories in the Withall System

	Tallies
1. Learner-supportive statements	
2. Acceptant and clarifying statements	
3. Problem structuring statements	
4. Neutral statements	
5. Directive or hortative statements	
6. Reproving or deprecating statements	
7. Teacher self-supporting statements	

CATEGORIES FOR

SOCIAL-EMOTIONAL CLIMATE INDEX

CATEGORIES FOR SOCIAL-EMOTIONAL CLIMATE INDEX

John Withall

Criteria of Teacher-Statement Categories

1. LEARNER SUPPORTIVE statements or questions

These are teacher-statements or questions that express agreement with the ideas, actions or opinions of the learner, or that commend or reassure the learner. Agreement is frequently expressed by a monosyllabic response such as "Yes," "Right," "Uhuhuh," and the like. Commendation or reassurance may be stated in terms of:

a. class-accepted criteria or goals
   or
b. the private goals and subjective criteria of the teacher.

The dominant intent of these statements or questions is to praise, encourage or bolster the learner.

2. ACCEPTANT or CLARIFYING statements or questions

These are teacher-statements or questions which either:

a. accept, that is, evidence considerable understanding by the teacher of, or
b. clarifying, that is, restate clearly and succinctly in the teacher's words

the identical or the feeling content of the learner's statement. The dominant intent of these teacher-responses is to help the learner to gain insight into his problem, that is, define his "real" problem and its solution in more operational terms.

3. PROBLEM-STRUCTURING statements or questions

Problem-structuring responses by the teacher offer facts or ideas or opinions to the learner about

a. phenomena
b. procedures

in a non-threatening and objective manner. These responses contain NO element of advising or recommending the adoption of certain ideas or procedures. Problem-structuring responses are frequently posed as questions which seek further information from the learner about the

problem confronting him: or they may be statements which offer information to the learner about his problem. The learner is free to accept or to reject in part or in entirety the facts or opinions that are presented to him. Problem-structuring responses may be questions which the teacher asks (1) to further increase her own understandings of what the learner has said, or (2) to increase the precision of the learner's statement of the problem. Problem-structuring responses are problem-centered rather than either teacher or learner-centered: nevertheless, they do tend to sustain the learner by facilitating his problem-solving abilities.

4. NEUTRAL statements evidencing no supportive intent

These statements are neither teacher-sustaining, nor learner-sustaining nor problem-centered. They constitute a small percentage of the total teacher-responses. These responses include statements in which the teacher: (1) questions herself aloud; (2) repeats verbatim a statement that the learner just made; (3) uses a polite formality, et cetera. Statements having to do with administrative procedure -- the room in which the class will meet, the hour at which a conference will occur-- (especially after consensus has been achieved), fall into this category.

4a. PERFUNCTORY statements or questions

Responses such as "uhhuh", "good" whose intent is to end children's contributions or act as a comma. They are primarily teacher-centered. (This category was added by the evaluators.)

5. DIRECTIVE statements or questions

These are teacher-statements or questions which advise the learner regarding a course of action of his future behavior and which narrowly limit his choice or offer to choice. These statements recommend to the learner the facts or procedures that the teacher proffers him. These statements or questions convey the impression to the learner that the teacher expects and hopes that he will follow her prompting and that she will approve if he does. The <u>intent</u> of these responses is to have the learner take up the teacher's point of view and pursue a course of action that she advocates.

6. REPROVING, DISAPPROVING or DISPARAGING statements or questions

By means of these statements a teacher may express complete or partial disapproval of the ideas, behaviors, and, to her, personality weaknesses of the learner. The teacher's internalized societal values largely enter into these responses. By means of these statements some teachers believe they are fulfilling their responsibility of inculcating in young people society's standards of acceptable and desirable behavior and achievement. The intent of these statements is:

a. to represent to the learner societal values as the teacher sees them;
b. to admonish the learner for unacceptable behavior and to deter him from repeating it in the future;
c. to impress on the learner the fact that he has not met the criteria for successful achievement which the teacher accepts.

7. TEACHER-SUPPORTIVE statements or questions

These are statements or questions in which the teacher refers to herself and expresses a defensive attitude, or refers to her present or past interests, activities or possessions with the purpose of reassuring herself and of confirming her position on her ideas in the eyes of those around her. The dominant intent of these teacher-responses is to assert, to defend or to justify the teacher. Statements in which the teacher perseverates on an idea, a belief or a suggestion would fall in this category. By "perseveration" is meant a persisting in, a reiteration of, and a rigid advocacy of an idea or opinion by the teacher despite additional data being presented to her which calls for a re-examination of the original idea or opinion.

OBSERVATION SCHEDULE

FOR TRAINING SESSION

OBSERVATION SCHEDULE FOR TRAINING SESSION

Observation Schedule for
Training Session Observer _____

School _____ Time Began _____ Time Ended _____

Date _____ Person in charge (title) _____

Participants _____ (paraprof, tchrs) _____

No. attending _____

Emphasis of session:

Involvement of participants:

General description of what took place:

Effectiveness of training session: 1 2 3 4 5 6 7
ineffective effective

Comment on reason for rating:

INTERVIEW SCHEDULE FOR PARTICIPANTS

OF TRAINING SESSIONS

INTERVIEW SCHEDULE FOR PARTICIPANTS OF TRAINING SESSIONS

Interview Schedule for Participants of Training Sessions

School _____ Date _____ Observer _____

1. People's feelings tend to vary a lot about training sessions. How have you felt personally about this year's workshop, in general? (What have been some of your reactions? How's the workshop been going?)

2. How do you think most other people in the workshop feel about the way it's going?

3. Can you describe things you have done differently here, on the job or in the community as a result of this workshop? Specific examples.

4. In general, what would you say you've gotten out of the sessions so far? Techniques? Ideas? Attitudes?

5. Do you have some changes to suggest for the remaining sessions? For next year?

6. In your classroom how much time do you spend working with SEEC children? What are some of the things you do? Are there other jobs in the classroom you would be able to do? Which are these? Why haven't you done them?

SEEC EVALUATION

SEEC EVALUATION

This questionnaire asks for your reactions at the end of the 1972-73 school year. Please reply to the four questions, seal your reply in the envelope provided and return to the person who handed you this questionnaire. Schools and people will not be identified. Our thanks.

New York University Evaluation Team
June McLeod & Margot Ely

Please indicate your position: ____ Teacher; ____Educational Assistant;

____SEEC Coordinator in school; ____Principal; ____Other

(Name other position) _____

SEEC program was aimed at providing "in-depth services developing reading and math skills to those children deemed most educationally disadvantaged...." To concentrate on teaching those selected children 46 additional teachers and 157 educational assistants were funded.

1. Name three things that have happened in your class (school) because of SEEC to insure that this population received the benefits of the program.

2. What goals for SEEC children did you have that were not carried out? Why was this so for each case?

3. What suggestions for improvement of the SEEC program do you feel are most important?

4. If SEEC were not continued next year what part of the program would/could you continue?

(Use back of page for additional comments.)

ADMINISTRATOR QUESTIONNAIRE

(TITLE I - DISTAR PROGRAM)

ADMINISTRATOR QUESTIONNAIRE

Name:_____Title:_____

School:_____Date:_____

1. How would you describe the community in which your school is located?

2. What is the size of your school?

3. What are the objectives of the Distar Program in your school?

4. How many years has the program been in operation in your school?

5. How was the staff for the program selected in your school (i.e., teachers, paraprofessionals, Distar Paraprofessionals)?

6. How were the children selected for this program?

7. Is there any training for the staff? If so, please describe.

8. Is there any type of supervision for the Program? If so, what does it entail?

9. What contact does your school have with the District Distar Coordinator?

10. What are the duties of the various staff members in this Program?

Teacher

Classroom paraprofessional

Distar Paraprofessional

11. Are resources for the SEEC Program utilized in the Distar Program? If so, how?

12. Is the Distar Program supplemented by other materials? If so, what are they?

13. What Distar material do you have available in the building?

_____L I	____Read I
_____L II	____Read II
_____Other_____	____Read III

Do you have sufficient materials?

14. How do you feel about the program?

_____a. Enthusiastic
_____b. Positive, but not enthusiastic
_____c. Slightly positive
_____d. Slightly negative
_____e. Strongly negative

15. In general, how does this year's program compare with those of previous years?

16. In what ways, if any, would you like to see the program changed?

FOLLOW-UP QUESTIONNAIRE FOR ADMINISTRATOR

(TITLE I - DISTAR PROGRAM)

FOLLOW-UP QUESTIONNAIRE FOR ADMINISTRATOR

Name:_____Title:_____

School:_____Date:_____

1. How effective do you feel the Distar Program has been in your school this year? What evidence do you have for your judgment?

2. Have you encountered any problems in implementing the program? If so, what were they and how were they overcome?

3. What suggestions do you have for the improvement of the program?

4. What is your general reaction to the program? Why?

5. Additional comments:

TEACHER QUESTIONNAIRE

(TITLE I - DISTAR PROGRAM)

TEACHER QUESTIONNAIRE

Teacher:_____School:_____

Assistants:_____Grade:_____

_____Date:_____

1. What do you consider to be the primary purposes of the Program?

2. How long have you been teaching?

_____(Number of years including this one)

3. How long have you been teaching in this Program?

_____(Number of years including this one)

4. If you have been in the Program more than one year, in general, how does this year compare with last year?

_____a. Better
_____b. Same
_____c. Worse

Please explain:

5. How do you feel about the Program?

_____a. Enthusiastic
_____b. Positive, but not enthusiastic
_____c. Slightly positive
_____d. Slightly negative
_____e. Strongly negative

Why?

6. What do you see as your role in the Program?

7. What is the role of your assistant or paraprofessional?

8. How many paraprofessionals assist you when you are working with the Program?

_____a. None
_____b. One
_____c. Two
_____d. Other (Please specify)_____

9. Is there sufficient time for you to discuss and plan together with your paraprofessional?

Please explain:

10. What do you think of the initial training you received for the Program?

_____a. Highly satisfactory
_____b. Adequate
_____c. Unsatisfactory

Comments:

11. What do you think of the supervision you have received for the Program during the school year?

_____a. Highly satisfactory
_____b. Adequate
_____c. Unsatisfactory

Comments:

12. How much time do you spend daily working with the Program?

_____a. Less than 1 hour
_____b. 1 hour to 1½ hours
_____c. 1½ hours to 2 hours
_____d. More than 2 hours (Please specify)_____

13. How much time do you spend daily in activities which supplement the Program (i.e., Distar related games, spelling, etc.)?

_____a. None
_____b. Less than ½ hour
_____c. ½ hour to 1 hour
_____d. More than 1 hour (Please specify)_____

14. Please indicate the number of children you have in each group, the level and the Program (Language I, II or III; Reading I, II or III) and an estimate of the lesson number they will reach by the end of the school year. If your children use both the Language and Reading Programs indicate their progress in each even if a cluster teacher of paraprofessional is responsible for the teaching.

Group	Program	Lesson
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

15. What has been the response of the parents to the Program?

16. Do you think the children have been helped by the Program?

How?

17. What do you like the best about the Program?

18. What would you like to change about the Program?

19. Then you feel that the Program should be:

_____a. Continued as is
_____b. Continued with changes
_____c. Discontinued

20. Please use the reverse side of this sheet for additional comments.

PARAPROFESSIONAL QUESTIONNAIRE

(TITLE I - DISTAR PROGRAM)

PARAPROFESSIONAL QUESTIONNAIRE

Assistant:_____School:_____

Teachers:_____Grade:_____Date:_____

_____ _____

1. What do you consider to be the primary purposes of the Program?

2. How long have you been a paraprofessional?

_____(Number of years including this one)

3. How long have you been working in this Program?

_____(Number of years including this one)

4. If you have been in the Program more than one year, in general how does this year compare with last year?

_____a. Better
_____b. Same
_____c. Worse

Please explain:

5. How do you feel about the Program?

_____a. Enthusiastic
_____b. Positive, but not enthusiastic
_____c. Slightly positive
_____d. Slightly negative
_____e. Strongly negative

Why?

6. What do you see as your role in the Program? (What do you do?)

7. How many teachers do you assist in the Program?

8. Is there sufficient time for you to discuss and plan together with the teacher?

   Please explain:

9. What do you think of the workshop training you received for the Program at the beginning?
   _____a. Highly satisfactory
   _____b. Adequate
   _____c. Unsatisfactory

   Comments:

10. What do you think of the supervision you have received for the Program during the school year?
    _____a. Highly satisfactory
    _____b. Adequate
    _____c. Unsatisfactory

    Comments:

11. How much time do you spend daily working with the Program
    _____a. Less than 1 hour
    _____b. 1 hour to 1½ hours
    _____c. 1½ hours to 2 hours
    _____d. More than 2 hours (Please specify)_____

12. What has been the response of the parents to the Program?

13. Do you think the children have been helped by the Program?

How?

14. What do you like the best about the Program?

15. What would you like to change about the Program?

16. Then you feel the Program should be:
_____a. Continued as is
_____b. Continued with changes
_____c. Discontinued

17. Are there any other reactions or comments you would like to make?

FORMER DISTAR TEACHER QUESTIONNAIRE

(TITLE I - DISTAR PROGRAM)

FORMER DISTAR TEACHER QUESTIONNAIRE

Teacher:_____School:_____Grade:_____

Interviewer:_____Date:_____

As part of our Distar Program Evaluation, we are interested in gathering information from former Distar teachers concerning their appraisal of the program. Please answer the following:

1. How many years did you teach the Distar Program? _____

2. What grade did you teach when you used the Program? _____

3. Why are you no longer using the Program? Please be specific.

4. In evaluating the Distar Program, what do you see as its primary strengths?

5. What do you see as its primary shortcomings?

6. If you were given the opportunity to use Distar again in the fall would you want to use the program? Why or why not?

7. Additional comments:

PARENT QUESTIONNAIRE

PARENT CHILD CENTER

P.S. 38

DISTRICT 15 - BROOKLYN

PARENT QUESTIONNAIRE

Parent Name _____ Date _____

1. Activities Participated In — No. of Sessions

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Place a check mark in front of the activity (above) which you most enjoyed.

2. Did you influence other parents to attend the Parent School Center?

Yes _____ No _____

3. This program was created to help parents develop a better understanding of their children in relation to school and community. Place an "X" on the scale-line below to indicate whether or not you have been helped to gain such an understanding:

Not helpful	Only slightly helpful	Moderatly helpful	Very helpful	Extremely helpful

4. Make any suggestions or comments, either positive or negative, about the program of the Parent School Center. Would you like to see it modified or changed, and, if so, in what ways. (Use the other side of this sheet for additional comments, if needed).

SCHOOL ATTITUDES AND SELF-OTHER CONCEPTS

MANUAL AND QUESTIONNAIRE

(SPANISH AND ENGLISH)

SCHOOL ATTITUDES AND SELF-OTHER CONCEPTS

Manual and Questionnaire

CONTENTS

Directions for Administration----------1

Drawings----------4

by

Barbara Jo Zimmer
Center for Educational Research and Field Services
New York University

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DIRECTIONS FOR ADMINISTRATION

Prior to the Testing Session enter the student's name, school number, grade, date of testing, sex, and the teacher's name on each questionnaire.

Directions for administering the questionnaire:

Tape the drawings of the large faces which are included on the board in the order below:

Happy Face Neutral Face Sad Face

Distribute a questionnaire, face down, and a crayon to each student.

Read aloud: THERE ARE TIMES WHEN YOU ARE HAPPY AND THERE ARE TIMES WHEN YOU ARE SAD. WHEN YOU ARE HAPPY YOUR FACE LOOKS LIKE THIS. (Teacher points to the happy face on the board.)

WHEN YOU ARE SAD YOUR FACE LOOKS LIKE THIS. (Teacher points to the sad face on the board.)

THEN THERE ARE TIMES WHEN YOU ARE NOT HAPPY OR SAD AND YOUR FACE LOOKS LIKE THIS. (Teacher points to the neutral face on the board.)

TURN YOUR PAPERS OVER. LOOK AT THE FACES ON YOUR PAPER. YOU SEE, THEY ARE LIKE THE FACES THAT I HAVE DRAWN ON THE BOARD. LOOK AT THE FIRST ROW OF FACES BESIDE THE FLOWER. (Teacher demonstrates by facing the class, holding up a questionnaire and sweeping the index finger across the three faces in the row with the flower.)

PUT YOUR FINGER ON THE FLOWER BESIDE THE FIRST ROW OF FACES. (Check students to be sure they are following the directions.) Give help to students individually if necessary. After all students have done this, say THAT'S GOOD.

LOOK AT THE FACES IN THE ROW WITH THE FLOWER. PUT YOUR FINGER ON THE FACE THAT TELLS HOW YOUR FACE LOOKS WHEN YOU ARE HAPPY. (Check to be sure all students have placed their finger on the last face in the row with the flower.) Give help to students individually if necessary. After all students have done this, say THAT'S FINE.

PUT YOUR FINGER ON THE FACE IN THE ROW WITH THE FLOWER THAT TELLS HOW YOUR FACE LOOKS WHEN YOU ARE NEITHER HAPPY NOR SAD. (Check to be sure all students have placed their finger on the middle face in the row with the flower.) Give help to students individually if necessary. After all students have done this, say THAT'S FINE.

PUT YOUR FINGER ON THE FACE IN THE ROW WITH THE FLOWER THAT TELLS HOW YOUR FACE LOOKS WHEN YOU ARE SAD. (Check to be sure all students have placed their finger on the first face in the row with the flower.) Give help to students individually if necessary. After all students have done this, say THAT'S VERY GOOD.

NOW, WE ARE GOING TO PLAY A GAME WITH THESE FACES. I AM GOING TO ASK YOU SOME QUESTIONS AND YOU ARE TO MARK THE FACE THAT BEST TELLS HOW YOUR FACE LOOKS WHEN YOU DO THESE THINGS.

PICK UP YOUR CRAYON. LOOK AT THE FACES IN THE ROW WITH THE BOAT. (Teacher demonstrates by facing the class while holding up a copy of the questionnaire and pointing to the boat.) DRAW A LINE LIKE THIS (teacher demonstrates a slash (/) on the board) ON THE FACE THAT IS YOUR FACE WHEN YOUR BEST FRIEND IS SICK. (Check to see that all students have marked the last face.) Give help to students individually on this sample if necessary. After all students have done this, say THAT'S FINE.

LOOK AT THE FACES IN THE ROW WITH THE UMBRELLA. (Teacher demonstrates by facing the class while holding up a copy of the questionnaire and pointing to the umbrella.) MARK THE FACE THAT TELLS HOW YOUR FACE WOULD LOOK IF YOU JUST FOUND 25¢ (A QUARTER). (Check to see that all students have marked the last face.) Give help to students individually on this sample if necessary. After all students have done this say THAT'S VERY GOOD.

NOW FOR THE REST OF THE QUESTIONS, YOU MUST WORK WITHOUT ANY HELP. REMEMBER YOU ARE TO MARK THE FACE THAT BEST TELLS HOW YOUR FACE LOOKS WHEN YOU DO THESE THINGS.

While administering the remainder of the items, face the class and point to each symbol as you proceed from item to item. (Check to see that the students follow the rows corresponding to the respective items.)

LOOK AT THE FACES IN THE ROW WITH THE STAR. MARK THE FACE THAT IS YOUR FACE WHEN YOU COME TO SCHOOL.

After giving students time to mark their answer to the question corresponding to the star, tell the students YOU WILL NOW TURN TO THE NEXT PAGE LIKE THIS: (Teacher demonstrates by facing the class, holding up a questionnaire, turning to the next page and folding it back. I WILL NOW READ THE NEXT QUESTION.

LOOK AT THE FACES IN THE ROW WITH THE BIRD. MARK THE FACE THAT IS YOUR FACE WHEN YOU ARE IN SCHOOL.

LOOK AT THE FACES IN THE ROW WITH THE TELEPHONE. MARK THE FACE THAT IS YOUR FACE WHEN YOU ARE DOING WORK IN CLASS.

LOOK AT THE FACES IN THE ROW WITH THE FISH. MARK THE FACE THAT IS YOUR FACE WHEN YOU ARE GIVEN PLAY TIME IN CLASS.

LOOK AT THE FACES IN THE ROW WITH THE TREE. MARK THE FACE THAT IS YOUR TEACHER'S FACE WHEN SHE/HE THINKS ABOUT YOU.

LOOK AT THE FACES IN THE ROW WITH THE SCISSORS. MARK THE FACE THAT IS YOUR FACE WHEN YOU THINK ABOUT YOUR TEACHER.

After giving students time to mark their answer to the question corresponding to the scissors, tell the students YOU WILL NOW TURN TO THE NEXT PAGE LIKE THIS: (Teacher demonstrates by facing the class, holding up a questionnaire, turning to the next page and folding it back.) I WILL NOW READ THE NEXT QUESTION.

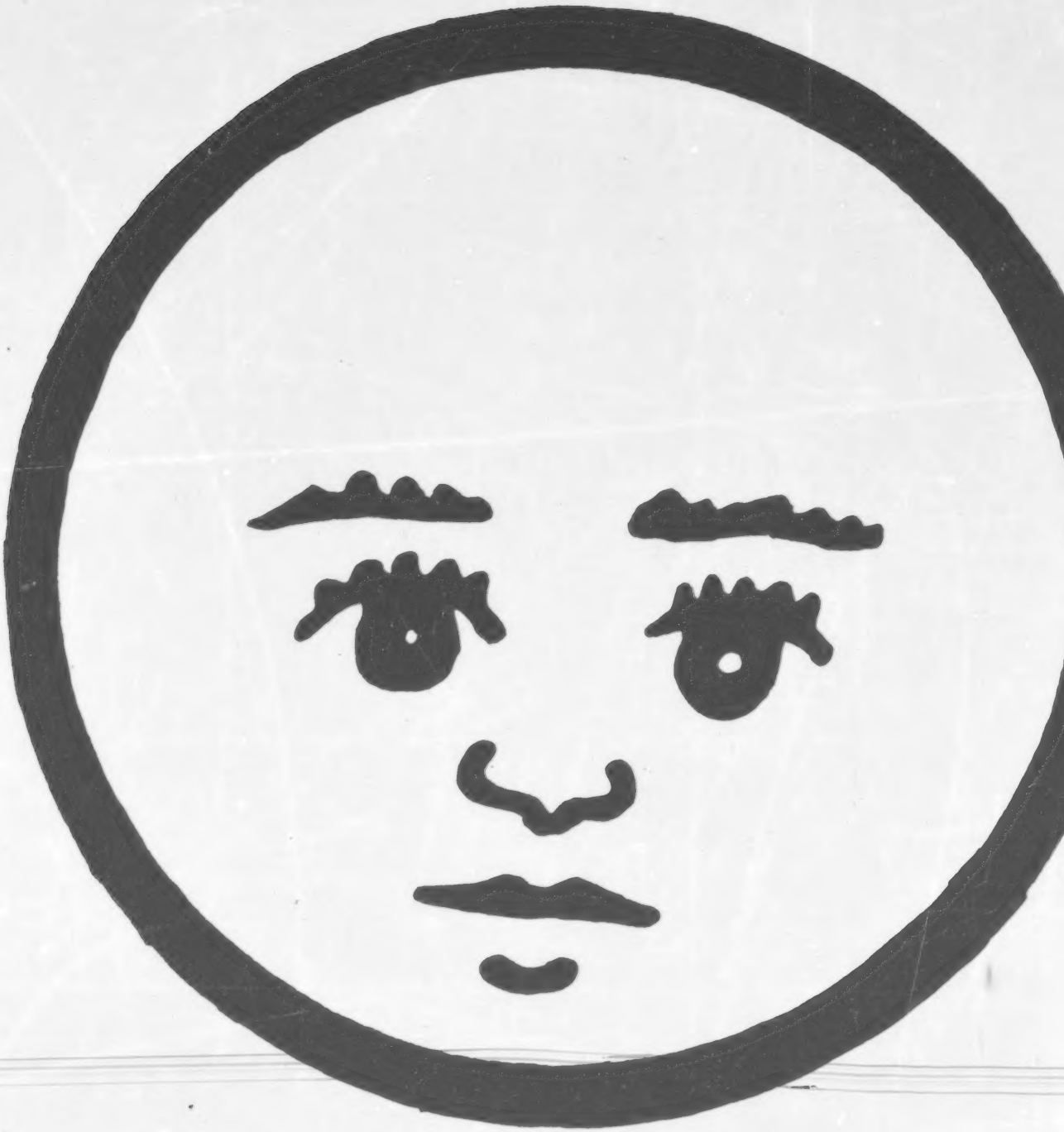
LOOK AT THE FACES IN THE ROW WITH THE AIRPLANE. MARK THE FACE THAT IS YOUR FRIENDS' FACE WHEN THEY THINK ABOUT YOU.

LOOK AT THE FACES IN THE ROW WITH THE APPLE. MARK THE FACE THAT IS YOUR FACE WHEN YOU THINK ABOUT YOUR FRIENDS.

LOOK AT THE FACES IN THE ROW WITH THE TRAIN. MARK THE FACE THAT IS YOUR FACE WHEN YOU THINK ABOUT YOU.

LOOK AT THE FACES IN THE ROW WITH THE FOOTBALL. MARK THE FACE THAT IS YOUR FACE MOST OF THE TIME.

LOOK AT THE FACES IN THE ROW WITH THE CAR. MARK THE FACE THAT TELLS HOW WELL YOU DO THINGS.



ACTITUDES ESCOLARES Y CONCEPTOS DE SI MISMO Y DE OTROS

MANUAL Y CUESTIONARIO

CONTENIDO

DIRECCIONES PARA ADMINISTRACION.....1

DIBUJOS.....4

por

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Asistente principal de I.S. 84 X
Edicer Rodriguez Escuela Intermedia

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ACTITUDES ESCOLARES DEL PRINCIPIO DE LA NINEZ Y DE OTROS CONCEPTOS DE SI MISMO

Antecedente a la sesion de examenes, inserte èl apellido del alumno, el número de la escuela, el grado, la fecha del examen, el sexo, y el apellido del maestro en cada cuestionario.

Direcciones para administrarlo:

Pongan los dibujos grandes de las caras incluidas en la pizarra en el orden de abajo con «masking tape».

Cara feliz

Cara neutral

Cara triste

Distribuya un cuestionario, boca abajo, y un lápiz de color a cada alumno.

Lea en voz alta: HAY VECES CUANDO USTEDES ESTAN FELICES Y HAY VECES CUANDO USTEDES ESTAN TRISTES. CUANDO USTEDES ESTAN FELICES LA CARA SE PARECE A ESTA. (El maestro señala la cara feliz en la pizarra.)

CUANDO USTEDES ESTAN TRISTES LA CARA SE PARECE A ESTA. (El maestro señala la cara triste en la pizarra.)

TAMBIEN HAY VECES CUANDO USTEDES ESTAN NI FELICES NI TRISTES Y LA CARA SE PARECE A ESTA. (El maestro señala la cara neutral en la pizarra.)

DEN VUELTA A SUS PAPELES. MIREN LAS CARAS EN SUS PAPELES. VEN QUE SON COMO LAS CARAS QUE HE DIBUJADO EN LA PIZARRA. MIREN LA PRIMERA FILA DE CARAS AL LADO DE LA FLOR. (El maestro demuestra volviendo la cara hacia los alumnos, levantando un cuestionario, y pasando el dedo indicio a través de las tres caras en la fila con la flor.)

PONGAN EL DEDO EN LA FLOR AL LADO DE LA PRIMERA FILA DE CARAS. (Revise a los alumnos para averiguar que están siguiendo las direcciones.) Ayúdeles individualmente a los alumnos si es necesario. Despues de que todos los alumnos hayan hecho esto, diga ESO ESTA BUENO.

MIREN LAS CARAS EN LA FILA CON LA FLOR. PONGAN EL DEDO EN LA CARA QUE DEMUESTRA COMO PARECE LA CARA CUANDO USTEDES ESTAN FELICES. (Revise para averiguar que todos los alumnos hayan puesto el dedo en la ultima cara en la fila con la flor.) Ayúdeles a los alumnos individualmente si es necesario. Después de que todos los alumnos hayan hecho esto, diga ESO ESTA BIEN.

PONGA EL DEDO EN LA CARA EN LA FILA CON LA FLOR QUE DEMUESTRA COMO PARECE LA CARA CUANDO ESTAN NI FELICES NI TRISTES. (Revise para averiguar que todos los alumnos hayan puesto el dedo en la cara de en medio en la fila con la flor.) Ayúdeles a los alumnos individualmente si es necesario. Después de que todos los alumnos hayan hecho esto, diga ESO ESTA BIEN.

PONGA EL DEDO EN LA CARA EN LA FILA CON LA FLOR QUE DEMUESTRA COMO PARECE LA CARA CUANDO ESTAN TRISTES. (Revise para averiguar que todos los alumnos hayan puesto el dedo en la primera cara en la fila con la flor.) Ayúdeles a los alumnos individualmente si es necesario. Después de que todos los alumnos hayan hecho esto, diga ESO ESTA BUENO.

AHORA, VAMOS A JUGAR UN JUEGO CON ESTAS CARAS. VOY A HACERLES UNAS PREGUNTAS Y USTEDES VAN A MARCAR LA CARA QUE MEJOR INDICA COMO PARECE LA CARA CUANDO USTEDES HACEN ESTAS COSAS.

LEVANTEN SUS LAPICES DE COLOR. MIREN LAS CARAS EN LA FILA CON LA BARCA. (El maestro demuestra volviendo la cara hacía la clase mientras levanta una copia del cuestionario y señala la barca.) DIBUJEN UNA LINEA COMO ESTA (el maestro demuestra una diagonal (/) en la pizarra) EN LA CARA QUE ES LA CARA SUYA CUANDO SU MEJOR AMIGO ESTA ENFERMO. (Revise para averiguar que todos los alumnos hayan marcado la última cara.) Ayúdeles a los alumnos individualmente en este ejemplo si es necesario. Después de que todos los alumnos hayan hecho esto, diga ESO ESTA BIEN.

MIREN LAS CARAS EN LA FILA CON EL PARAGUAS. (El maestro demuestra volviendo la cara hacia la clase mientras levanta una copia del cuestionario y señala el paraguas.) MARQUEN LA CARA QUE DICE COMO PARECE LA CARA SI USTED ACABARIA DE HALLAR 25¢ (UNA PESETA). Ayúdeles a los alumnos individualmente en este ejemplo si es necesario. Después de que todos los alumnos hayan hecho esto, diga ESO ESTA MUY BUENO.

AHORA PARA EL RESTO DE LAS PREGUNTAS, HAY QUE TRABAJAR SIN NINGUNA AYUDA. RECUERDENSE DE QUE HAY QUE MARCAR LA CARA QUE MEJOR DEMUESTRA COMO PARECE LA CARA CUANDO USTEDES HACEN ESTAS COSAS.

Mientras que está administrando el resto de los artículos, mire a la clase y señale a cada símbolo al proceder de un artículo a otro. (Revise para averiguar que los alumnos siguan las filas correspondientes a los artículos respectivos.)

MIREN LAS CARAS EN LA FILA CON LA ESTRELLA. MARQUEN LA CARA QUE ES LA CARA CUANDO USTEDES LLEGAN A LA ESCUELA.

Después de haber dado suficiente tiempo a los alumnos para marcar sus respuestas a la pregunta con la estrella diga a los alumnos AHORA USTEDES VAN A DAR VUELTA A LA PROXIMA PAGINA DE ESTA MANERA. (El maestro demuestra volviendo la cara hacia los alumnos, levanta un cuestionario y da vuelta a la próxima página, doblándola hacia atrás.) AHORA VOY A LEERLES LA PROXIMA PREGUNTA.

MIREN LAS CARAS EN LA FILA CON EL PAJARO. MARQUEN LA CARA QUE ES LA CARA CUANDO USTEDES ESTAN EN LA ESCUELA.

MIREN LAS CARAS EN LA FILA CON EL TELEFONO. MARQUEN LA CARA QUE ES LA CARA CUANDO USTEDES ESTAN TRABAJANDO EN CLASE.

MIREN LAS CARAS EN LA FILA CON EL PESCADO. MARQUEN LA CARA QUE ES LA CARA CUANDO USTEDES TIENEN TIEMPO PARA JUGAR EN CLASE.

MIREN IAS CARAS EN LA FILA CON EL ARBOL. MARQUEN LA CARA QUE ES LA CARA DE SU MAESTRO CUANDO ELLA/ EL PIENSA DE USTED.

MIREN LAS CARAS EN LA FILA CON LA TIJERA. MARQUEN LA CARA QUE ES LA CARA CUANDO USTEDES PIENSAN DE SU MAESTRO.

Después de haber dado suficiente tiempo a los alumnos para marcar sus respuestas a la pregunta con la tijera, diga a los alumnos AHORA USTEDES VAN A DAR VUELTA A LA PROXIMA PAGINA DE ESTA MANERA. (El maestro demuestra volviendo la cara hacía los alumnos, levanta un cuestionario y da vuelta a la próxima página doblándola hacia atras. AHORA VOY A LEERLES LA PROXIMA PREGUNTA.

MIREN LAS CARAS EN LA FILA CON EL AVION. MARQUEN LA CARA QUE ES LA CARA DE SUS AMIGOS CUANDO PIENSAN DE USTED.

MIREN LAS CARAS EN LA FILA CON LA MANZANA. MARQUEN LA CARA QUE ES LA CARA CUANDO USTEDES PIENSAN DE SUS AMIGOS.

MIREN LAS CARAS EN LA FILA CON EL TREN. MARQUEN LA CARA QUE ES LA CARA CUANDO USTEDES PIENSAN DE SI MISMO.

MIREN LAS CARAS EN LA FILA CON LA PELOTA DE FUTBOL. MARQUEN LA CARA QUE ES LA CARA SUYA LA MAYORIA DEL TIEMPO.

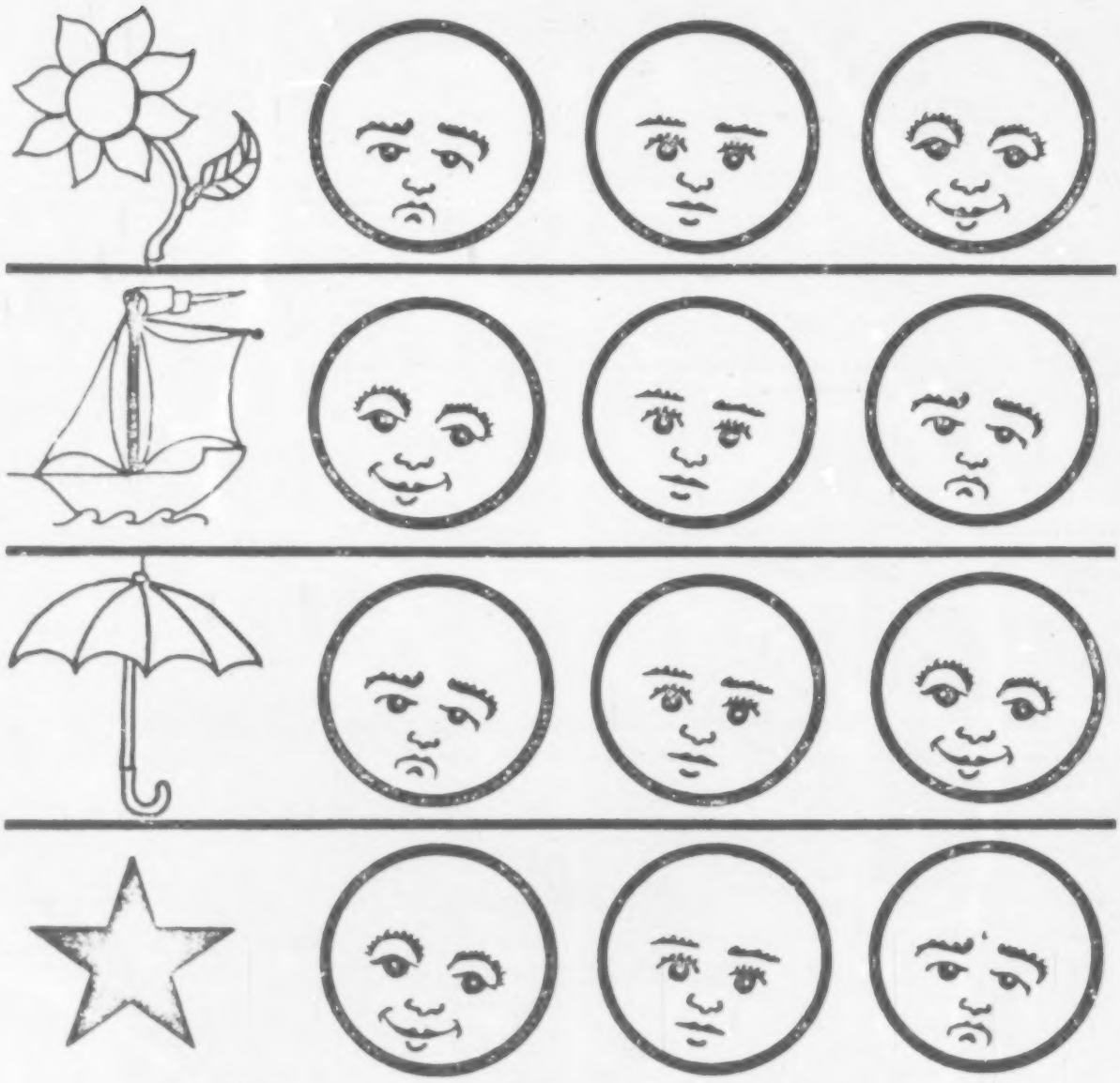
MIREN LAS CARAS EN LA FILA CON EL COCHE. MARQUEN LA CARA QUE DICE QUE BIEN HACEN USTEDES LAS COSAS.

FACES GAME

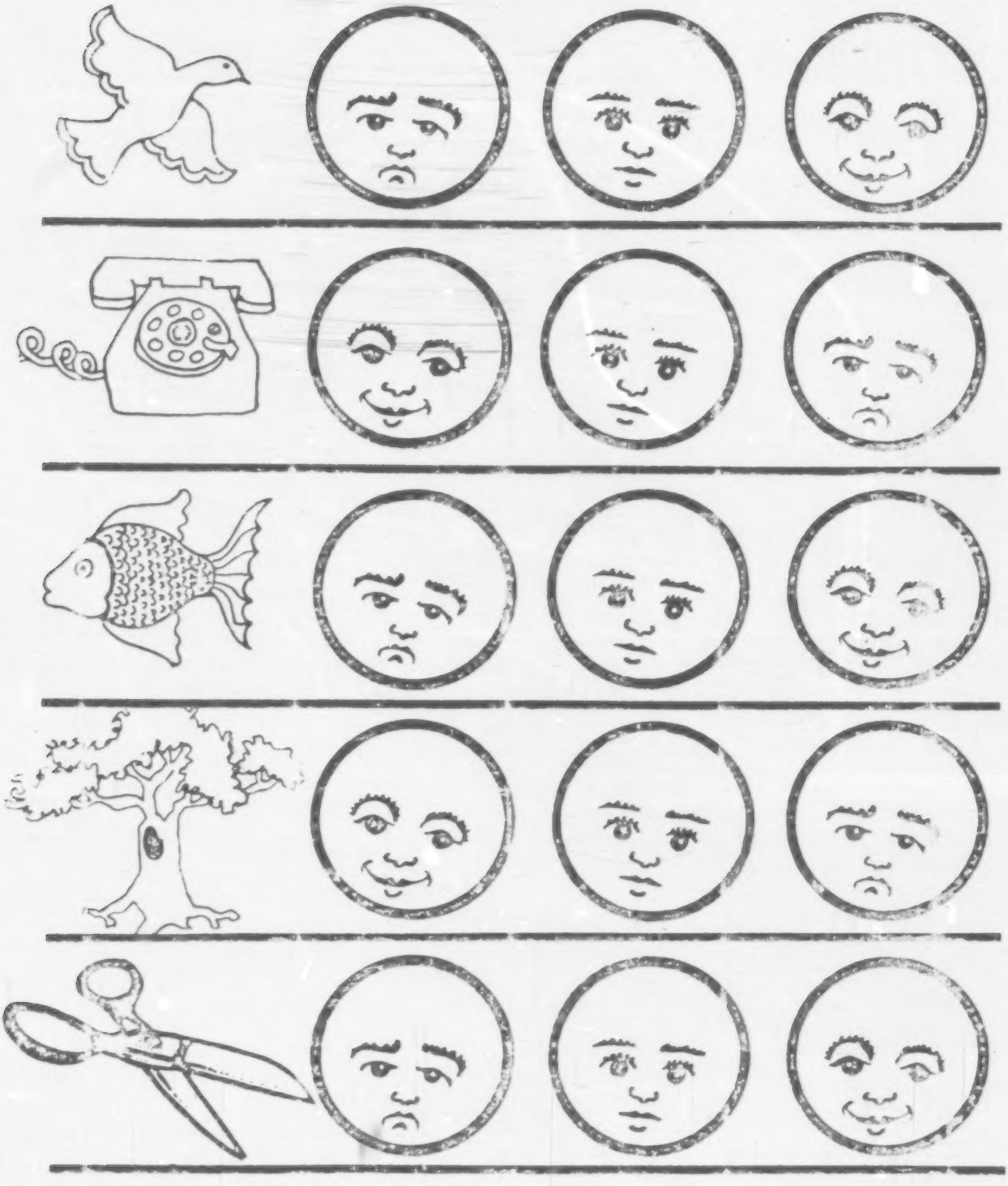
NAME _____
First Last

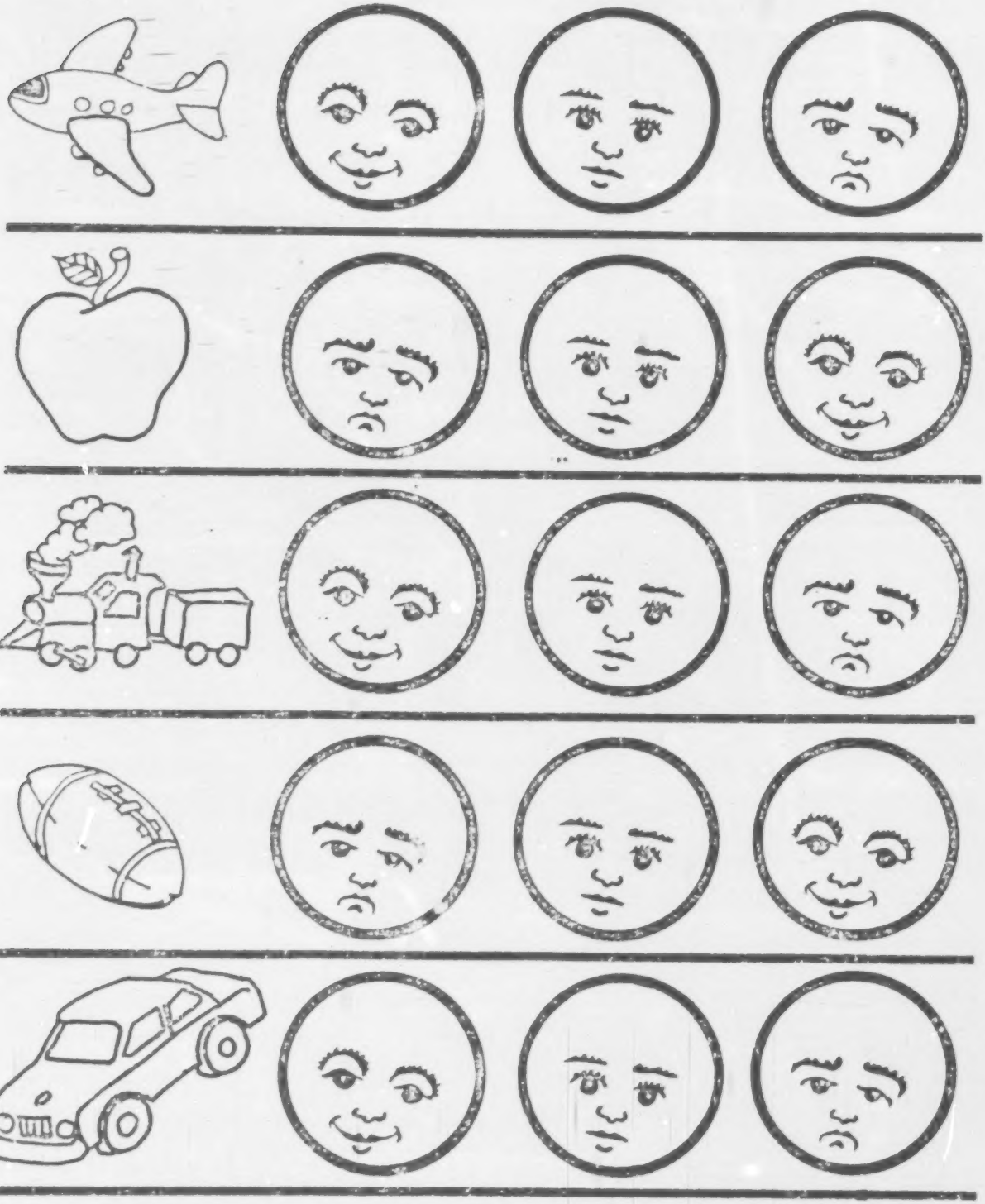
SCHOOL NO. _____ DATE ___/___/___ SEX_____
mo. day year

GRADE _____ TEACHER _____



SCHOOL ATTITUDES AND SELF-OTHER CONCEPTS
by
Barbara Jo Zimmer
Center for Educational Research and School Services
New York University





SOCIAL-EMOTIONAL BEHAVIOR

QUESTIONNAIRE

Waltham

SOCIAL-EMOTIONAL BEHAVIOR

Check appropriate column:	1 EXHIBITS TO A MINOR DEGREE	2 EXHIBITS TO A MODERATE DEGREE	3 EXHIBITS TO A MAJOR DEGREE
1. Behavioral characteristics			
a. Hyperactive and restless			
b. Lethargic			
c. Daydreaming alternating with hyperactivity			
d. Inconsistent achievement			
e. Explosive and unpredictable behavior			
f. Upset by changes in routine			
g. Confused, indecisive, or apprehensive in responding			
h. Confused by punishment			
i. Lacking in self-control (will speak out or jump out of seat)			
2. Social Relationships			
a. Inclined to work alone--withdraws quickly from group activities			
b. Aggressive and destructive, especially of work of others			
c. Disruptive of group activities			
d. Lacking in cooperation			
3. Poor acceptance of responsibility			
4. Attention			
a. Cannot concentrate on a given academic or social task for a reasonable length of time			
b. Does not listen attentively			
c. Says "What?" when he receives instructions (because of insecurity)			
d. Gives inappropriate answers to questions			
e. Needs constant supervision to complete an assignment			
f. Lacks perseverence on a given task			

Check appropriate column:	1 EXHIBITS TO A MINOR DEGREE	2 EXHIBITS TO A MODERATE DEGREE	3 EXHIBITS TO A MAJOR DEGREE
5. Emotional Development and Control			
a. Stability			
(1) Crying			
(2) Fear			
(3) Temper			
(4) Excitability			
(5) Exhibitionism			
(6) Sensitivity			
(7) Insecurity			
b. Self-Reliance			
(1) Confusion			
(2) Dependence			
(3) Discouragement			
(4) Lack of confidence			
c. Reality-testing - tells bizarre stories			

KEY:
1. If checks are concentrated in Column 1
2. If checks are scattered
3. If checks are concentrated in Column 3

SOCIAL-EMOTIONAL RATING [ ]

PERCEPTION QUESTIONNAIRE

PERCEPTION

Check appropriate items and column:	1 GOOD	2 FAIR	3 POOR
Auditory discrimination listen to story; follow			
Visual discrimination			
Kinesthesis Gross motor coordination			
a. Walking without stumbling into things			
b. Catching or throwing a ball			
c. Running in a coordinated way			
d. Hopping in a coordinated way			
e. Skipping in a coordinated way			
f. Walking a straight line			
g. Balancing (on a balance beam)			
Fine motor coordination			
a. Position or grip on pencil or crayon			
b. Ability to color smoothly within boundaries			
c. Manipulation of paintbrush and paint			
d. Tying of shoelaces			
e. Cutting and pasting			
f. Competency in writing: letters			
own name			
numbers			
Sense of rhythm			
a. Tapping out a song			
b. Marching or dancing to music			
c. Success in a rhythm band			
d. Ability to recognize or imitate simple rhythmic patterns			
Inter-modality transfer or coordination			
Visual-motor coordination			
a. Ability to copy correctly from: near point			
far point			
b. Reproduction of geometric figures			

Key:
1. If checks are concentrated in Column 1
2. If checks are scattered
3. If checks are concentrated in Column 3

PERCEPTION RATING

PARENT OPINION FORM

(SPANISH AND ENGLISH)

PARENT OPINION FORM

This survey is being sent to parents who have a child in P.S. 27 now who also had a child in P.S. 27 before our special program started in 1970. We are especially interested in your opinions about the school because we want to know if you think the program had made a difference. Please return this survey in the enclosed stamped envelope. You don't have to put your name on the survey.

1. What grade is your child in? _____

2. Have you visited your child's class this year?

_____ Never

_____ Once

_____ More than once

3. Have you met with your child's teacher this year?

_____ Never

_____ Once

_____ A few times

_____ Often

4. Have you been to the school for Parent Association meetings or any other activities?

_____ Never

_____ Once

_____ More than once

If other activities, explain: _____

_____

_____

5. How has the school changed since the new program started in 1970?

_____ Much better now

_____ No difference

_____ Not as good now

Explain: _____

_____

6. Do you come to the school more or less than you did before the new program?

_____ More often now

_____ No difference

_____ Less often now

Why? _____

_____

_____

7. How do you think your child feels about school?

_____ Likes it very much

_____ Doesn't like it very much

_____ Doesn't care one way or the other

_____ Other - explain: _____

_____

_____

8. What do you like most about P.S. 27's program?

9. What do you dislike most about the school?

10. What improvements, if any, would you like to see in the school for next year?

EL BLANCO DE OPINIONES DE PADRES

Se manda estos blancos a los padres que ahora tienan niños en P.S. 27 y que también ninos en P.S. 27 antes del principio de nuestro programa especial en 1970. Nos interesan especialmente sus opiniones de la escuela porque queremoslsaber si Uds. creen que el programa haya sido provechoso. Tenga la bondad de devolver este blanco en el sobre incluído. Ud. no tiene que poner su nombre sobre el blanco.

1. ¿Cuál es el grado de su niño? _____

2. ¿Ha visitado la clase de su niño este año?

   _____ Nunca

   _____ Una vez

   _____ Más de una vez

3. ¿Ha tenido conferencia con el maestro de su niño este año?

   _____ Nunca

   _____ Uná vez

   _____ Varias veces

   _____ A menudo

4. ¿Ha venido a la escuela para las reuniones de la Asociación de Padres o para otras actividades?

   _____ Nunca

   _____ Una vez

   _____ Más de una vez

   Si hay otras actividades, explique Ud. _____

   _____

   _____

5. ¿En qué manera ha cambiano la escuela desde que comenzó el nuevo programa en 1970?

   _____ Es mucho mejor ahora

   _____ No hay differencia

   _____ No es tan bueno ahora

   Expliquese _____

   _____

6. Viene Ud. a la escuela más veces o menos veces que venía antes del principio de nuevo programa.

_____ Más veces ahora

_____ No hay diferencia

_____ Menos veces ahora

¿Porqué? _____

_____

_____

7. ¿Qué piensa Uds. de como siente su niño de la escuela?

_____ Le gusto mucho

_____ No le gusta mucho

_____ A él no le importa

_____ Otro, exoliquese _____

_____

_____

8. ¿A Ud. qué le gusta más del-programa de P.S. 27?

9. ¿Qué no le gusta más de la escuela?

10. ¿Cuáles son los mejoramentos, si hay, que Ud. quisiera ver en la escuela el año que viene?

FACULTY QUESTIONNAIRE

FACULTY QUESTIONNAIRE

As you know, an NYU team has been studying P.S. 27's High Impact Community School Program since last fall. An important part of the evaluation will be the reactions and observations of the faculty. We are asking each teacher to fill out the questionnaire below and to return it in the enclosed envelope. If you prefer, you may respond anonymously. We are also asking if you are willing to volunteer to be interviewed in greater detail. If so, you should sign your name. In either case, all answers and comments will be held in strict confidence and no one will be mentioned by name in any of our reports. A sample of those volunteering will then be contacted for further interviewing, at their convenience, at P.S. 27.

1. Male_____ Female_____

2. Age: under 30_____; 30 to 39_____; 40 to 49_____; 50 or over_____

3. Position: Classroom teacher_____; OTP_____; special services_____

4. Years of Experience (counting this year): 3 or less_____; 4 to 6 _____;

   7 to 10_____; more than 10_____

5. Current Grade Assignment (for classroom teachers): Pre-K to 1_____;

   2 or 3 _____; 4 or 5_____

6. When were you informed of the specific program objectives of High Impact?

   _____ _____ By whom?_____ _____

7. As you understand it, what is the major impact this program is expected to have upon students, that is, what are the program's major objectives?

		Is it being accomplished?	
		Yes	No
A.	_____ _____ _____		
	_____ _____ _____	_____	_____
B.	_____ _____		
	_____ _____	_____	_____
C.	_____ _____		
	_____ _____	_____	_____
D.	_____ _____		
	_____ _____	_____	_____

8. Listed below are some special features of the program. Please consider their usefulness and value in this school by circling the number which appropriately corresponds to the scale below:

1. extremely useful and valuable
2. somewhat useful
3. not particularly useful
4. of no use or value
5. harmful or destructive
6. no opportunity to observe

Educational Assistants	1	2	3	4	5	6
Bilingual Specialist	1	2	3	4	5	6
Art Specialist	1	2	3	4	5	6
Speech Specialist	1	2	3	4	5	6
Librarian	1	2	3	4	5	6
Guidance Services	1	2	3	4	5	6
School Psychological Services	1	2	3	4	5	6
Social Work Services	1	2	3	4	5	6
Audio-Visual Specialist	1	2	3	4	5	6
Health/Attendance Specialist	1	2	3	4	5	6
Science Specialist	1	2	3	4	5	6
Auxiliary Trainer	1	2	3	4	5	6
Assistant Principals	1	2	3	4	5	6
Community Relations Specialist	1	2	3	4	5	6
Junior Guidance Classes	1	2	3	4	5	6

9. How do you feel about the High Impact Program at P.S. 27? (Circle letter)

a. completely positive

b. strongly positive but not completely

c. slightly positive

d. slightly negative

e. strongly negative but not completely

f. completely negative

10. Why?

11. What do you consider the positive aspects of the program?

12. What are the program's negative aspects?

13. What recommendations would you suggest to improve the program?

14. Each of the statements below express an attitude or concept concerning the disadvantaged child. Indicate the extent of your agreement or disagreement with each statement according to the scale below.

If you strongly disagree, circle 1
If you disagree somewhat, circle 2
If you agree somewhat, circle 3
If you strongly agree, circle 4

	disagree strongly	disagree somewhat	agree somewhat	agree strongly
a. Because of his overly-concrete mode of thinking, the disadvantaged child is rarely capable of handling abstract concepts.	1	2	3	4
b. It is unrealistic for the teacher of the disadvantaged child to set her sights high.	1	2	3	4
c. Teaching disadvantaged children can be as satisfying an experience as teaching advantaged children.	1	2	3	4
d. It's discouraging to try new teaching approaches with the disadvantaged when the children do not even pay attention to what the teacher is saying.	1	2	3	4
e. As long as the parents of disadvantaged children remain apathetic and irresponsible the teachers can expect to accomplish very little with these children.	1	2	3	4

15. Additional comments

16. Are you willing to be interviewed? Yes_____ No_____

Name (OPTIONAL)_____

BEHAVIOR FREQUENCY RECORD

BEHAVIOR FREQUENCY RECORD

eacher_____ Time_____ To_____

bserver_____

		TEACHER		ASSISTANT	TOTAL TIME
DIRECTLY INSTRUCTIONAL	1. TEACHING LARGE GROUP				
	2. TEACHING SMALL GROUP				
	3. TEACHING INDIVIDUAL CHILDREN				
INDIRECTLY INSTRUCTIONAL	4. PREPARING INSTRUCTIONAL MATERIAL				
	5. TESTING OR TEST SCORING				
	6. DISTRIBUTING INSTRUCTIONAL MATERIAL				
NON-INSTRUCTIONAL	7. CLERICAL				
	8. MONITORIAL				
	9. HOUSEKEEPING				
	10. CURRICULUM ACTIVITIES				
	11. SOCIAL-EMOTIONAL				
	12. INTERRUPTIONS				
		5 Min.	5 Min.		

SOCIAL-EMOTIONAL CLIMATE INDEX

S-T-E Adaptation of Withall

SOCIAL-EMOTIONAL CLIMATE INDEX

CLASS:

TIME:

OBSERVATION 1 2
(Circle one)

OBSERVER'S NAME:

DIRECTIONS: For each of the seven categories in the left hand column, please check the appropriate box for the three types of activities on the right.

TEACHER-STATEMENT CATEGORIES	A. TEACHING LARGE GROUPS	B. TEACHING SMALL GROUP	C. TEACHING INDIVIDUAL CHILDREN	TOTAL
1. LEARNER-SUPPORTIVE				
2. ACCEPTANT OR CLARIFYING				
3. PROBLEM-STRUCTURING				
4. NEUTRAL				
5. DIRECTIVE				
6. REPROVING, DISPARAGING OR DISAPPROVING				
7. TEACHER-SUPPORTIVE				
8. TOTAL				